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ABSTRACT

This report was designed to examine access to postsecondary education and baccalaureate degrees in Florida and make recommendations to increase access opportunities for qualified students. It reviews state education policies concerning enrollment limits at state universities, admission criteria at state universities, admission to community colleges, access to upper division courses, credit hours to degree, the role of independent colleges and universities, the tracking of student progression toward the baccalaureate degree, and state funding for undergraduate education. Twenty-one specific recommendations are provided to increase access to postsecondary education and baccalaureate degrees. The bulk of the report consists of two appendixes, which provide information on: (1) national and Florida educational trends, focusing on demand, attainment, enrollment, admissions, funding, and employment; and (2) a comparative analysis of state admission standards, processes, and policies, as well as competency-based admissions standards. (MDM)

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ACCESS TO THE BACCALAUREATE DEGREE IN FLORIDA

Report and Recommendations of the Florida Postsecondary Education Planning Commission

HE 028 266

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The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 231 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

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POSTSECONDARY EDUCATION PLANNING COMMISSION

ACCESS TO THE BACCALAUREATE DEGREE IN FLORIDA

Report 4

February, 1995

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EXECUTIVE SUMMARY

In 1993, the Commissioner of Education convened a Council on Education Interdependence consisting of representatives of the Postsecondary Education Planning Commission, the Board of Regents (BOR) and the State Board of Community Colleges (SBCC) to address access, funding and other postsecondary issues. The Council was established in response to the Board of Regents' ***State University System Master Plan 1993-94 Through 1997-98*** which called for the State University System (SUS) to "expand to allow 20 percent of Florida high school graduates to enroll as first-time-in-college (FTIC) students at state universities." The adoption of the new FTIC enrollment plan by the Board of Regents sparked extensive public debate in Florida regarding the current structure of the State's higher education delivery system and the role of each postsecondary sector in meeting the education needs of Florida residents. The Council endorsed the Regents' plan to expand its admission of FTIC public high school graduates by one percent for 1994, up to 16 percent, and recommended that:

the Postsecondary Education Planning Commission, working in conjunction with the Board of Regents, the State Board of Community Colleges and *the Independent Colleges and Universities of Florida should study the appropriate share of the state's First-Time-In-College students by postsecondary sector.*

The Commission examined access from two perspectives: *Access to Postsecondary Education* and *Access to a Baccalaureate Degree.* Early in the study, the Commission determined that an FTIC enrollment policy that is based on the assignment of a specific percentage of high school graduates to each postsecondary sector does not address the access needs of qualified Florida residents to baccalaureate education. In addition, the Commission recognized that the cost to educate undergraduate students is an important issue relating to providing access to Florida residents. In this Executive Summary, key conclusions are stated and recommendations are made to promote a more efficient postsecondary delivery system that facilitates student progression and completion of the baccalaureate degree.

Access to Postsecondary Education

Conclusions

- The calculation of a specific percentage of high school graduates for assignment to each postsecondary sector has not been substantiated as a state postsecondary enrollment policy for first-time-in-college students.

- The Board of Regents' FTIC enrollment policy is not related to SUS admission standards or institutional validation studies, nor is it related to the size and academic preparation of the System's applicant pool.

- Students with the rigorous academic preparation necessary to succeed in a public university should have the opportunity to attend if they choose to do so.

- In the university and community college admissions processes, priority should be given to academically qualified Florida residents.

- The Community College System (CCS) continues to be the primary point of entry to postsecondary education in Florida.

Recommendations:

1. State postsecondary enrollment policies should provide options for academically qualified Florida residents to exercise choice. The enrollment of first-time-in-college students in the State University System should be based on an admissions process whose primary goal is to allow qualified students to enroll in institutions of their choice.

2. The Board of Regents should review the admission criteria at each state university to ensure that the criteria reflect each institution's mission and philosophy, as well as its unique strengths.

3. The Board of Regents should designate certain state universities as centers for undergraduate education with their primary focus to provide leadership and innovation for quality education.

4. Each state university should publish degree and graduation requirements and include a detailed academic profile of the freshman class of recent years. *The freshman class profiles should specify a range of high school GPAs and of standardized test scores in the middle two quartiles of the class through the publication of a 75th and 25th percentile score. Copies of the profiles should be provided to all Florida high school counselors.*

5. The Board of Regents should establish admissions policies for the State University System that, while recognizing the value of diversity, limit the percentage of alternative admittees and the percentage of out-of-state, first-time-in-college students in the freshman class of each state university. Qualified Florida residents should be given priority in the admissions process.

6. The State Board of Community Colleges should establish standards for community college students pursuing an associate in arts degree program that require all communication (reading and writing) prerequisites to be completed prior to being enrolled in the A.A. program. Students should not be admitted to courses that require computational (mathematics) skills until all prerequisite courses are completed.

7. The Board of Regents and the State Board of Community Colleges should ensure that their admissions policies and procedures support the implementation of the Blueprint 2000 law.

Access to a Baccalaureate Degree

<u>Conclusions</u>

- Increasing access to a degree is a key strategy to improve the productivity of the State's postsecondary system in the face of increasing demand and constrained State resources.

- A bottleneck currently exists for both university native students and community college transfer students as they enter the upper division of state universities due to inefficiencies in lower division/upper division articulation and students' progression toward a degree, and due to the number of limited access degree programs.

- An increasing number of SUS undergraduate students are taking more credit hours than they need to graduate from their degree program and are unable to complete the degree in four years.

- With a stable state policy of financial support, Florida's independent colleges and universities can play an important role in

providing postsecondary opportunities to its residents.

- Longitudinal studies of students in Florida's postsecondary delivery system are needed to identify factors that either impede or accelerate the progression of students toward the completion of a baccalaureate degree.

Recommendations:

8. Florida's two-plus-two system should continue to provide the framework for access to postsecondary education for Florida residents pursuing a baccalaureate degree. The Statewide Articulation Agreement should be recognized and reinforced in all enrollment planning and policy development.

9. Funding for upper division access should be the first priority of the Legislature for State University System funding and the first priority of the Board of Regents in making university allocations.

10. Section 240.115(1)(a), Florida Statutes, should be amended as follows: "...,admission shall be granted to State University System and Community College students who have successfully completed all requirements for the Associate in Arts degree, except CLAST ~~60 credit hours of work.~~" Companion sector rules that support articulation should be amended to reflect the revision of the statute.

11. To facilitate the State's two-plus-two articulation process, the Board of Regents should establish 120 hours as the standard for baccalaureate degree programs in the State University System. Exceptions to this standard may be authorized by the Board of Regents. One-half of all required course work for a baccalaureate degree should be offered at the lower level.

12. The 1994 State University System review process which led to the removal by the Board of Regents of limited access status from 22 baccalaureate programs and the addition of seats in 58 programs should be repeated on an annual basis. The elimination of limited access programs should be the top budget priority of the Board of Regents as it implements its master plan goal: Provide adequate access to undergraduate education.

13. The Board of Regents and the universities should continue to implement strategies to facilitate degree completion efficiency. A performance incentive and reward structure should be established for institutions that can demonstrate an increase in the percentage of students who complete the baccalaureate degree within the established number of credit hours.

14. Increases in the level of the Florida Resident Access Grant (FRAG) should be provided to prevent further widening of the tuition differential between the public and independent postsecondary sectors. The FRAG will increase access to postsecondary institutions for qualified students by providing them with additional options and choices.

15. A limited access grant program should be established to provide enrollment opportunities in the independent sector for qualified applicants unable to obtain admission to selected public undergraduate limited access programs. This program would be an extension of the current academic program contract process and would focus on high demand priority disciplines identified by the State Board of Education. The program should be funded by the Legislature in an amount not to exceed 50 percent of the cost to the State per academic year of funding an undergraduate student in public post-secondary education.

16. The Postsecondary Education Planning Commission, in conjunction with the Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida should conduct longitudinal cohort studies that track high school graduates of similar ability levels as they enroll in, progress through and graduate from the State's postsecondary education delivery system. This analysis should also serve as the basis for calculating the actual cost of a degree to the State and to the student in each postsecondary sector.

State Funding for Undergraduate Education

Conclusions

- There are distinctive factors associated with the cost of instruction in each postsecondary sector due to unique funding priorities and allocation decisions in each of the sectors, primarily the research component in the SUS and the cost of remediation in the CCS.

- A discrete cost of instruction in each postsecondary sector is needed in order to equitably allocate state resources for undergraduate education.

- A performance-based funding model in each postsecondary sector, based on specific accountability and productivity goals (higher retention and completion rates), can provide incentives to increase the efficiency of the public postsecondary delivery system.

Recommendations:

17. The Legislature, in conjunction with the Board of Regents and the State Board of Community Colleges, should develop a discrete cost component (dollars per FTE) for each sector that reflects the actual cost of lower level undergraduate instruction.

18. Instructionul costs for any public undergraduate enrollment increases should be fully funded by the Legislature.

19. The Commission recognizes and supports the importance of public service and research in the state universities but believes that these functions should not be components of undergraduate enrollment funding. If it continues to be necessary to fund these functions as a part of undergraduate enrollment, they should be funded only as a component of upper level enrollment growth.

20. Performance-based funding that will provide incentives for degree completion should be fully explored in the funding formulas of the Community College System and State University System.

21. Funding requests for technologically delivered postsecondary instruction should be targeted toward courses and programs that will increase the education system's capacity and ease current access pressures.

I. INTRODUCTION

Access to postsecondary education for those who can benefit from continued education is a primary goal of the American system of public education and has historically been a priority in Florida. The State has achieved a high degree of access through the geographic distribution of its 10 state universities and 28 public community colleges. The State's independent colleges and universities also provide an important source of higher education for Florida residents. Florida's two-plus-two policy promotes the recognition and utilization of the public community colleges as the primary point of entry for postsecondary education, and the statewide Articulation Agreement guarantees public community college transfers with the associate in arts degree entry to the State University System.

Both the State University System and the Community College System continue to experience steady growth in terms of student demand as greater numbers of students graduate from high school and plan to attend postsecondary education, as the State's in-migration remains high and as more educated adults turn to the State's colleges and universities for specific job training or retraining skills. While the State has been recognized nationally as a model for programmatic access to postsecondary education, there is heightened concern among Floridians regarding access to baccalaureate education.

As the demand for programs and services of Florida colleges and universities continue to increase, state constitutional limits on revenues and expenditures, combined with competing demands for available resources, all but ensure that state funding will not keep pace with postsecondary enrollment growth. These conditions, increasing demands and constrained resources, are creating new realities for higher education. In ***Challenges, Realities, Strategies: The Master Plan for Florida Postsecondary Education for the 21st Century,*** the Commission stated: "If Florida is to continue to provide access to quality postsecondary education, policy makers, administrators, faculty and students will have to abandon the notion that new revenues alone will solve all of our problems."

Background

In the ***1993 Master Plan***, the Commission identified "Improve Access to a Degree" as a key strategy to improve the productivity of the State's postsecondary education system in the face of the ongoing and projected growth in the number of students seeking access to postsecondary education. The following specific strategies were stated to address the need for greater access to a degree:

- Improve retention to degree rates at the associate and bachelor's degree level without sacrifice of standards.
- Explore the viability of establishing different and more alternatives to baccalaureate education.
- Increase utilization of independent schools, colleges and universities.
- Ensure adequate state and internal funding for expanding upper division enrollment in the State University System.

In the ***1993 Master Plan for Florida Community Colleges***, eight strategic goals were identified for the Community College System under the theme of "Achieving Educational Equity.". A key priority for each of the 28 colleges is to:

Strengthen articulation, cooperation and collaboration among public schools, com-

munity colleges, the State University System, private colleges and other institutions. Articulation arrangements between community colleges and the State University System should be strengthened for both A.A. and A.S. degree programs; state university resource requirements for expanding transfer opportunities for community college students also need to be supported.

In its ***State University System Master Plan 1993-94 Through 1997-98***, the Board of Regents identified six priority goals to guide the State University System including "Provide adequate access to undergraduate education." In its master planning process, two key concerns emerged: (1) Florida ranks 45th nationally in the production of baccalaureate degrees, and (2) while the SUS admissions standards have not been made more stringent in recent years, most universities have become more selective in their admissions process due to increased demand for available spaces. Spaces at each university are determined by the legislative appropriations process that calculates funding annually based on a planned level of enrollment. Projected increases in the number of high school graduates seeking higher education are expected to exacerbate these concerns. The 1993 SUS Master Plan stated that:

the greatest challenge in higher education for the State of Florida during the period of this plan will be to meet the increasing demand for undergraduate education, while preserving and enhancing the quality achieved within the SUS in recent years.

To address this challenge, the SUS plan calls for the State University System to "expand to allow 20 percent of Florida high school graduates to enroll as first-time-in-college students at state universities," which would be a five percent increase over a five-year period from the current enrollment policy of 15 percent. This represents a 33.3 percent increase above the current policy.

During the SUS master planning process in 1993, the Commission expressed concern that the proposed shift in state enrollment policy would occur without an assessment of the impact of such an increase on all sectors of postsecondary education. The adoption of the FTIC enrollment plan by the Board of Regents sparked extensive public debate in Florida regarding the current structure of the State's higher education delivery system and the role of each postsecondary sector in meeting the education needs of Florida residents.

In 1993, the Commissioner of Education convened a Council on Education Interdependence consisting of representatives of the Postsecondary Education Planning Commission, the Board of Regents and the State Board of Community Colleges to address access, funding and other common postsecondary issues. The Council's subcommittee on access endorsed the Regents' plan to expand its admission of FTIC public high school graduates by one percent for 1994, up to 16 percent, and recommended that:

the Postsecondary Education Planning Commission, working in conjunction with the Board of Regents, the State Board of Community Colleges and the Independent Colleges and Universities of Florida should study the appropriate share of the State's first-time-in-college students by postsecondary sector.

To direct this study, the Commission Chairperson appointed a Program/Planning Committee which was chaired by Inez Bailey and included Commission members Richard Alterman, Sally Gillespie, Thomas Haynes and Ramiro Inguanzo. Seven public meetings of the Program/Planning Committee were held between June 1994 and February 1995 and

included extensive discussion among the Committee members and state level and institutional representatives. Considerable data and assistance were provided by the staffs of the Board of Regents and the State Board of Community Colleges. For this study, a Data Brief and an Admissions Brief were developed and appear in the appendices.

II. ISSUES AND RECOMMENDATIONS

The Board of Regents' new enrollment policy that increases the first-time-in-college enrollment in the State University System has been the focus of much of the deliberation of this study. The intent of this policy is to provide additional opportunities for students in the SUS. While this policy will have significant impact on all of the State's postsecondary sectors, access must also be examined through indicators of the ability of students to complete a baccalaureate degree.

The overarching public policy question for the study is: In light of the realities facing Florida in the coming decade, how can the State most effectively maintain its commitment of access to public postsecondary education and to the completion of a baccalaureate degree? In this study, the Commission examines access from two perspectives: *Access to Postsecondary Education, and Access to a Baccalaureate Degree*. Issues of postsecondary admissions and articulation are reviewed and recommendations made that promote a more efficient postsecondary delivery system that facilitates student progression and completion of the baccalaureate degree.

Access to Postsecondary Education

The Board of Regents' FTIC Enrollment Policy

The enrollment planning process for the State University System was developed in 1979 as a mechanism to drive the funding formula for the SUS in the legislative appropriations process. In the mid-1980s, enrollment funding issues in the appropriations process for the SUS included the Comprehensive University Presence ten-year enrollment plan for Southeast Florida, the funding of new lower divisions and retention initiatives. The policy of planning for and funding 15 percent of a previous year's high school graduates as FTIC students in the State University System originated during the 1989 legislative appropriations process, following a number of years with little growth in the SUS Enrollment Plan. For the 1989-90 year, the enrollment plan for the first time stated:

At the system level, the First-Time-In-College (FTIC) enrollment in a given year shall not exceed 15 percent of the number of the previous year's Florida public high school graduates.

When initially established, the 15 percent policy was an attempt to provide stability in calculating an assigned enrollment for the State University System. However, it was not tied to SUS admissions criteria nor to the size of the System's pool of qualified applicants. Today, students who enroll as FTIC students continue to come to the SUS from a variety of sources in addition to the previous year's Florida high school graduating class. Below are Board of Regents data on new enrollees as a percent of prior year's high school graduates that have been funded since 1990.

Year	% Share of Prior Year HS Grads for Assigning FTIC Enrollment	Actual % Registered in SUS of Prior Year HS Grads
1990-91	12.30%	11.1%
1991-92	14.17%	11.5%
1992-93	12.61%	12.3%
1993-94	14.86%	12.5%
1994-95	16.97%	

The 1994 Legislature appropriated funds for the 1994-95 year at a level that will support 16.97 percent of the prior year's high school graduates as FTIC students in the SUS. For the 1995-96 year, the Board of Regents has recommended an enrollment plan that includes a request for an additional one percent of

FTICs to continue to move toward their stated goal of 20 percent. If funded by the Legislature, the additional growth will increase the share of high school graduates for the 1995-96 year to 17.97 percent.

While the FTIC enrollment policy provides a convenient method to assign, fund and manage enrollment for the SUS, the Commission found no objective method to determine the specific percentage of high school graduates that should be distributed to the SUS to meet the access needs of Florida residents. The enrollment policy, whether it be 15 or 20 or 25 percent, is not related to SUS admissions standards or institutional validation studies, nor is it related to the size and academic preparation of the System's applicant pool. The Commission believes that students with the rigorous preparation necessary to succeed in a public university should have the opportunity to attend if they choose to do so.

Recommendation:

1. State postsecondary enrollment policies should provide options for academically qualified Florida residents to exercise choice. The enrollment of first-time-in-college students in the State University System should be based on an admissions process whose primary goal is to allow qualified students to enroll in institutions of their choice.

Postsecondary Admissions

Most colleges and universities now operate in a competitive environment that is driven by mounting financial pressures to maintain enrollments. Education is increasingly referred to as a "product," colleges and universities as "industries" and students have become consumers courted by dispensers of rival educational products. Within this environment, each institution, through its admissions process, must define, design, market and sell its educational offerings. As stated by a front-line admissions officer, the new admissions process involves "meeting enrollment goals by delivering bottom-line revenue from new students after the discounts to lure them and the attrition within last year's student body have been taken into account."

Universities differ widely in the levels of performance required of their students, and each school, buttressed by its reputation, tries to recruit the "best" students it can through its selection process. As demand for access to Florida's higher education system continues to grow, there is a strong need for consistent and impartial standards for admission to each of the public institutions. This need is noted in the ***State Comprehensive Plan*** in the Florida Statutes (Section 187.201(1)(b)(17). In the *postsecondary education* section of the ***Plan***, the following policy is stated:

Provide admission standards for state universities that recognize the rigorous academic preparation necessary to meet the challenges of university coursework.

Admission To University Baccalaureate Programs

The Board of Regents has established minimum course requirements for admission to the State University System (19 high school units, including two units of foreign language). The SUS also employs a sliding admission scale (See Appendix B) for applicants with less than a B (3.0) average in which the high school grade point average corresponds to a minimum SAT or ACT score. The scale was developed by the Board of Regents in the early 1980s with the assistance of national standardized testing consultants in conjunction with a movement to increase standards in the SUS. The scale was centered around the 2.5

GPA and 900 SAT score which was the national 50th percentile at the time.

The Board of Regents governs the admission of students to the State University System and each university can adopt rules which have the effect of increasing the standard for eligibility for admission to the institution. The admissions process for the SUS and for the individual universities is tied directly to the BOR enrollment planning process. Procedures and criteria are established by each institution to limit enrollment to be within five percent (above or below) of planned FTE enrollment that is assigned by the Board of Regents and approved by the Legislature. This assigned FTE enrollment constitutes the maximum enrollment for that fiscal period.

Student demand for admission to the State University System has heightened in recent years causing most universities, operating within their individual enrollment plans, to become more selective in their admissions process. Significant enrollment pressure in the SUS results from student demand for available spaces at the University of Florida (UF) and Florida State University (FSU). In its 1995-96 Enrollment Plan for the SUS, the Board of Regents has requested to increase lower level access to UF and FSU by funding additional FTE students. Over 70 percent of the Board's legislative request for additional FTE funding for lower level access in the SUS is at UF and FSU. The infrastructure of these two universities, however, has been built and advanced primarily to support research activities, particularly at the graduate level. The newer, regional universities in the System were developed to provide access to baccalaureate education, in cooperation with the area's community colleges. This structure would seem to call for additional lower level growth to be targeted primarily at the System's regional universities, as optimal sites for undergraduate education.

The *1993 SUS Master Plan* states that "the State of Florida does not need, nor can it support, ten identical, comprehensive research universities." The Board of Regents and Legislature have established a new university in Ft. Myers to provide greater access to postsecondary education for Southwest Florida residents. The Florida Gulf Coast University (FGCU), with undergraduate education as its primary mission, is scheduled to open in 1997. The first year class is projected to be 1,000 FTE or 2,400 students and, by 2003, nearly 4,000 FTE representing over 7,000 students are anticipated at the University. This new public university will provide Florida residents with additional opportunities for baccalaureate education.

Recommendations:

2. The Board of Regents should review the admission criteria at each state university to ensure that the criteria reflect each institution's mission and philosophy, as well as its unique strengths.

3. The Board of Regents should designate certain state universities as centers for undergraduate education with their primary focus to provide leadership and innovation for quality education.

The Commission received testimony that each institution conducts annual analyses of its freshman class and validation studies in order to develop predictive indices of success at the institution. Results from this analysis should be made available to prospective students and high school counselors so that students can receive and understand expectations for the performance that is required of them to obtain a degree.

Recommendation:

4. Each state university should publish degree and graduation requirements and include a detailed academic profile of the freshman class of recent years. The freshman class profiles should specify a range of high school GPAs and of standardized test scores in the middle two quartiles of the class through the publication of a 75th and 25th percentile score. Copies of the profiles should be provided to all Florida high school counselors.

The SUS employs alternative admissions policies for students who do not meet the above requirements but are deemed to possess "important attributes or special talents." Such students are admitted if "it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies." Other than a policy established in rule that limits the percentage of entering students who do not have the equivalent of two years of foreign language (5 percent of the total number of freshman), BOR and institution policies do not express limitations on the number and/or percentages of alternative admissions.

The Board Of Regents no longer has an express policy that limits the number and/or percentage of out-of-state students in individual universities and in the SUS. Data for the SUS that is based on residency status for fee classification purposes as defined by the Florida Statutes show that the 1993 SUS enrollment was approximately 90 percent Florida resident and resident alien status. Of greater importance to this study, the 1993 FTIC enrollment for the System was 82 percent Florida resident and 18 percent non-resident, ranging from nine percent non-resident at the University of North Florida (UNF) and Florida International University (FIU) to 35 percent non-resident at Florida Agricultural and Mechanical University (FAMU).

The Commission reviewed other states' admissions policies and noted that the University of North Carolina (UNC) System phased in a policy that limits the proportion of out-of-state students in the entering freshman class of each constituent institution to not more than 18 percent of the total freshman enrollment. The UNC system also admits only academically well-qualified out-of-state students. At state universities, the average combined SAT score for out-of-state freshmen must not be below that for North Carolina freshman students. These policies were adopted by the Board of Governors in 1986, were partially implemented in Fall 1988, and were fully implemented in Fall 1990. They support the view that access of qualified state residents to public universities should not be limited by the unplanned enrollment of out-of-state students in the institutions.

Recommendation:

5. The Board of Regents should establish admissions policies for the State University System that, while recognizing the value of diversity, limit the percentage of alternative admittees and the percentage of out-of-state, first-time-in-college students in the freshman class of each state university. Qualified Florida residents should be given priority in the admissions process.

Admission to Community College Degree Programs

Florida's 28 community colleges have traditionally served as open-door institutions in that they do not limit admissions of high school graduates. However, as the State continues to grapple with the effects of diminishing state resources for education, the

debate over postsecondary access should not exclude an examination of the need for standards for admission to an associate in arts (A.A.) degree program. While high school exit standards in the public K-12 system remain the focus of *Blueprint 2000* reform initiatives, remediation will remain an integral part of the mission of the State's community colleges in the foreseeable future. While the open door policy for public community colleges should be retained for Florida residents as a primary point of entry to postsecondary education, the Commission remains concerned that students who enter a college without the prerequisites needed for an associate in arts program often require a considerable number of additional courses prior to progressing in an A.A. degree track.

Recommendation:

6. The State Board of Community Colleges should establish standards for community college students pursuing an associate in arts degree program that require all communication (reading and writing) prerequisites to be completed prior to being enrolled in the A.A. program. Students should not be admitted to courses that require computational (mathematics) skills until all prerequisite courses are completed.

One Coordinated Education System

The Commission's ***1993 Master Plan*** called for "one coordinated delivery system in order to efficiently utilize limited state resources, to reduce the duplication of education programs and services and to implement the *Blueprint 2000* law that calls for a restructuring of the state's K-12 education system." The State's education components can no longer afford to operate as separate entities, independent of societal change. To provide for the smooth transition of students from one level to another, the education system must function as a continuum.

Postsecondary admissions policies and procedures in colleges and universities are now being examined as part of the education reform movement that is leading toward a proficiency-based admissions process. Through new procedures involving integrated assessments and demonstrations, portfolios and other means of certifying proficiency, this approach will allow students to qualify for admission or for the granting of credit or waiving of college courses through means other than Carnegie Units, course titles and high school grades.

In Florida, assessment systems are now being developed for each of the seven state education goals in *Blueprint 2000* by intersector design teams consisting of postsecondary faculty and staff and public school educators. The goal of these efforts, particularly for the Goal Two (Graduation and readiness for postsecondary education) assessment team, is to establish a "seamless" K-16 education system in the State, a system in which content and process proficiencies rather than credits determine movement from one level to another. *Blueprint 2000* envisions not only common proficiency levels for high school exit, entry in the workforce and postsecondary education, but also higher levels of proficiencies than are currently required.

Within the environment of the *Blueprint 2000* education reform movement in the State, the Community College and State University System must commit to work together in planning and administering their admissions policies. The policies and requirements of each public sector have too great an impact on the education paths of students to allow each sector to operate independently.

Recommendation:

7. The Board of Regents and the State Board of Community Colleges should ensure that their admissions policies and procedures support the implementation of the Blueprint 2000 law.

Access to a Baccalaureate Degree

In addition to addressing the need to provide greater access to Florida residents into the State's postsecondary sectors, attention must be given to issues that impact the attainment of the baccalaureate degree for Florida residents, including barriers that impede student progression through the postsecondary system and strategies that accelerate for students the completion of a degree.

Articulation Issues

State policies have established articulation as an important component of student access by providing for the smooth movement of students who seek postsecondary education from secondary school through the Community College System and into the State University System. Florida's two-plus-two policy promotes the recognition and utilization of the community colleges as the primary point of entry for postsecondary education, and the Statewide Articulation Agreement guarantees community college transfers with the associate in arts degree entry to the upper division of one of the state universities. The policy has provided entry to postsecondary education for many residents through a low cost, local educational experience, and it has served to relieve enrollment pressures on the universities for the first two years of undergraduate instruction.

In addition to the Statewide Articulation Agreement, the transition of students through the education system is supported by the Articulation Coordinating Committee, the statewide course numbering system, discipline-specific articulation agreements among institutions, a network of institutional articulation officers, acceleration mechanisms such as dual enrollment, early admission, advanced placement and credit by examination, and state financial assistance scholarship, loan and work-study programs. These policies, programs and practices continue to promote educational access and provide the opportunity for residents to pursue a postsecondary degree.

Recommendation:

8. Florida's two-plus-two system should continue to provide the framework for access to postsecondary education for Florida residents pursuing a baccalaureate degree. The Statewide Articulation Agreement should be recognized and reinforced in all enrollment planning and policy development.

Access to the Upper Division

A bottleneck currently exists for both university native students and community college transfer students as they enter the upper division of the university. The continued growth in lower level enrollment in both sectors has combined with revenue and resource shortfalls to cause restrictions in the number of courses offered, on the number of faculty utilized and on physical space for classes. Many believe that these conditions are restricting access to baccalaureate opportunities and threaten the State's two-plus-two system. The ***SUS Master Plan 1993-94 Through 1997-98*** states that "unnecessary competition between community college and university lower division students for inadequate upper division opportunities must be eliminated if reasonable access is to be provided."

Recommendation:

9. Funding for upper division access should be the first priority of the Legislature for State University System funding and the first priority of the Board of Regents in making university allocations.

Inefficiencies exist in lower division/upper division articulation and students' ability to complete a degree in both postsecondary sectors. In its recent study, ***Community College Program Length***, the Commission received testimony that community college associate in arts transfer students often bring to their university baccalaureate program excessive credit hours beyond the 60 hour total required for admission as a transfer student. Many baccalaureate programs, however, do not accept community college credit hours in excess of the required 60 hours. The study found that only three community colleges award an A.A. degree after a student has attained 60 credit hours. In addition, of the 612 bachelor's degree programs in the SUS, only 19 programs currently award the degree after 120 credit hours at every institution where they are offered.

The universities have reported an increasing number of students transferring to the SUS without the completion of the associate in arts degree. Usually, these students have completed 60 credit hours at the lower level but have failed to complete the 36 hours of general education required for the A.A. degree. The students must then enroll in low level university courses in order to complete their general education requirements prior to being admitted to a baccalaureate degree program. This activity forestalls the progression of both native students and transfer students from the lower level to the upper level of the university.

Recommendation:

10. Section 240.115(1)(a), Florida Statutes, should be amended as follows: "...,admission shall be granted to State University System and Community College students who have successfully completed all requirements for the Associate in Arts degree, except CLAST ~~60 credit hours of work.~~" Companion sector rules that support articulation should be amended to reflect the revision of the statute.

The Commission also received testimony that an increasing number of university students are taking more credit hours than they need to graduate from their degree program. These problems occur when students are admitted to an institution only to find that all or most of the courses they need are closed out or not being offered that semester. Further, students are admitted to a university but not to a specific degree program and, while they wait for admittance to a specific program, must enroll in extraneous courses that often times are not accepted as requirements for the student's degree.

Recommendation:

11. To facilitate the State's two-plus-two articulation process, the Board of Regents should establish 120 hours as the standard for baccalaureate degree programs in the State University System. Exceptions to this standard may be authorized by the Board of Regents. One-half of all required course work for a baccalaureate degree should be offered at the lower level.

Limited Access Programs

In 1993-94 approximately 251 of the 610 undergraduate programs in the SUS were limited access programs. These programs have higher entry requirements than the university's entry requirements. According to

the BOR, such programs are designated as limited access due to: (1) limited internal resources, such as funds, faculty and labs, (2) limited external resources, such as clinic space, and (3) higher standards demanded by accreditation bodies. By discipline, 1993 data show that limited access programs are found primarily in the areas of business (over 10,000 applicants), education (over 8,700 applicants), health professions (over 5,100 applicants) and engineering (over 3,600 applicants). Degree programs in education must comply with higher standards and teacher education requirements demanded by the accreditation bodies and the State Department of Education. The inability or difficulty of both transfer and native students in gaining access to these programs continues to impede progress toward a degree for many students.

Board of Regents staff have recently reviewed limited access programs at each university in order to identify programs for which the limited access status could be discontinued. As part of this review, each university proposed either removing the limited access status, expanding enrollment or reducing criteria for certain programs on their campus. This activity achieved notable results, as limited access status was removed from 22 baccalaureate programs and seats were added in 58 of the remaining programs.

Recommendation:

12. The 1994 State University System review process which led to the removal by the Board of Regents of limited access status from 22 baccalaureate programs and the addition of seats in 58 programs should be repeated on an annual basis. The elimination of limited access programs should be the top budget priority of the Board of Regents as it implements its master plan goal: Provide adequate access to undergraduate education.

Credit Hours To Degree

An increasing number of students in the SUS are failing to complete a baccalaureate degree in four years. Addressing the need for greater productivity, the Commission in its ***1993 Master Plan*** stated that" educating more students with limited resources is an essential step in dealing with the dual issues of quality and access." In particular, "credit hours to degree" is an urgent issue as excessive credit hours taken by students restrict access to postsecondary education, produce a drain on limited resources and increase student financial debt. Access to postsecondary institutions can be improved by increasing the efficiency of students' progression to the completion of their degree. There is a strong need for institutions to carry more students to degree completion in a shortened time, and there is a need for students to optimize alternatives that foster degree completion. Additionally, state funding formulas must begin to provide incentives for outcomes rather than continue the traditional mode of funding seat time.

The Board of Regents has begun to develop alternatives designed to encourage fuller student course loads, reduce credit hour and degree requirements, improve course availability and improve academic advising and career counseling in order to enable students to complete their degree more efficiently. In the future, educational technology will be a key component in efforts to increase degree completion efficiency.

Recommendation:

13. The Board of Regents and the universities should continue to implement strategies to facilitate degree completion efficiency. A performance incentive and reward structure should be established for institutions that can demonstrate an increase in the percentage of students who complete

the baccalaureate degree within the established number of credit hours.

Florida's Independent Colleges and Universities

The Commission has been steadfast in its support of the independent sector as being crucial to the maintenance of diversity and choice in postsecondary education in Florida. In its ***1993 Master Plan***, the Commission called for:

- increased utilization of independent schools, colleges and universities to improve access to a degree;

- inclusion of the independent sector in attaining one coordinated system of education in the State, implementing the tenets of *Blueprint 2000*, and increasing the number of minority teachers in Florida schools; and

- improvement in the use of non-state resources by providing stable, consistent funding to the independent sector to enhance access to postsecondary opportunities and expanding access to independent sector academic and technical programs in areas of unmet state need.

There are 23 institutions that belong to the Independent Colleges and Universities of Florida (ICUF) and enroll over 72,000 students, 65 percent being Florida residents. The ICUF schools and all other institutions overseen by the State Board of Independent Colleges and Universities enroll in excess of 100,000 students. The institutions' share of enrollment in Florida baccalaureate degree-granting colleges and universities is approximately 36 percent.

Independent postsecondary institutions currently receive state funds through several direct and indirect mechanisms which are designed to further the State goals of access and choice and to provide specialized educational services. State funding, including appropriations for academic program contracts, the Florida Resident Access Grants and financial assistance funds granted to students and state-supported education projects, is now approaching $53 million. All State funding mechanisms for the independent sector experienced funding reductions at some point during the early 1990s. The Commission received testimony from representatives of ICUF who called for the establishment of a clear and stable state policy that supports the role of the independent institutions. As Florida copes with steady population growth, reduced state revenues and economic constraints, the State's independent colleges and universities will play an increasing role in providing post secondary opportunities to Florida residents and in promoting an efficient postsecondary system.

Recommendations:

14. Increases in the level of the Florida Resident Access Grant (FRAG) should be provided to prevent further widening of the tuition differential between the public and independent postsecondary sectors. *The FRAG will increase access to postsecondary institutions for qualified students by providing them with additional options and choices.*

15. A limited access grant program should be established to provide enrollment opportunities in the independent sector for qualified applicants unable to obtain admission to selected public undergraduate limited access programs. *This program would be an extension of the current academic program contract process and would focus on high demand priority disciplines identified by the State Board of Education. The program should be funded by the Legislature in an amount not to exceed 50 percent of the cost to*

the State per academic year of funding an undergraduate student in public post-secondary education.

Tracking Student Progression Toward the Baccalaureate Degree

Florida's production of baccalaureate graduates can be increased through a variety of strategies, in addition to admitting more students into the State University System. To thoroughly consider factors that either impede or accelerate the progression of students toward the completion of a baccalaureate degree, there is a need for longitudinal cohort studies designed to track students through the State's community college and university systems, from high school graduation through initial postsecondary enrollment to graduation.

Of particular importance in this analysis will be the ability to identify and track groups of native university first-time-in-college (FTIC) students in comparison to similar groups of students who begin postsecondary education at a community college and transfer to the SUS with the associate in arts degree. Historical studies that examine the educational path of students who have completed a baccalaureate program, from graduation back to the entry point in the postsecondary system, would also be informative and may identify barriers to the smooth transition of students through the system. Information gained from such research will help the State to evaluate the effectiveness of its postsecondary education delivery system. A more efficient postsecondary delivery system will result in greater numbers of baccalaureate graduates.

The Board of Regents has suggested that an entering student's ability to complete the baccalaureate degree is enhanced when beginning the postsecondary experience at the university. It cites national research that identifies a positive correlation between states' reliance on four-year, public universities and the successful production of bachelor's degrees. In discussions regarding persistence to graduation, the Commission debated the value of a four-year educational experience in a university environment versus the experience of two years at a community college and two years at a university. While recognizing that there have been studies that have found advantages to both educational paths, the Commission concluded that the issue remains, for the most part, non-quantifiable. Certain qualified individuals may benefit more from attending a community college prior to a university in their baccalaureate pursuit, while at the same time, certain qualified individuals may benefit more from attending only a university in their baccalaureate pursuit. Longitudinal cohort studies may illuminate this issue and identify factors in both the community college and university experience that contribute to student retention and degree attainment.

Recommendation:

16. The Postsecondary Education Planning Commission, in conjunction with the Board of Regents, the State Board of Community Colleges, and the Independent Colleges and Universities of Florida should conduct longitudinal cohort studies that track high school graduates of similar ability levels as they enroll in, progress through and graduate from the State's postsecondary education delivery system. *This analysis should also serve as the basis for calculating the actual cost of a degree to the State and to the student in each postsecondary sector.*

State Funding for Undergraduate Education

A major challenge facing Florida post-secondary education centers on state funding: the inadequacy of state support for higher education as perceived by many within the system, versus a concern held by many outside the system for the more efficient use of existing resources to meet state needs. Rapid growth in population and in demands for services has caused strong competition for available state funds and has taxed the State's ability to adequately fund public higher education. The percentage of annual state appropriations devoted to Education continues to decline, as state appropriations for Health and Rehabilitative Services and Corrections continue to increase. According to 1993 data, total funds per FTE student in both public universities and community colleges are at lower levels than provided in 1989 without adjusting for inflation. Education budget shortfalls for 1995 have already been projected and across-the-board budget cuts are anticipated. New models for cost reduction, resource allocation and revenue enhancement will be crucial components in the development of a more efficient postsecondary delivery system.

A major contributor to postsecondary access in Florida is the existence of complementary public community college and state university systems, as associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate education. The community college structure, designed to provide low cost, community-based instruction, continues to offer local access to postsecondary education for Florida residents who desire to pursue it. The growth in reputation and popularity of the State's universities as a high quality source of baccalaureate education has heightened demand for entry. The Statewide Articulation Agreement continues to promote a pathway for students to move from the Community College System to the State University System.

Historically, state policies to limit lower division access in universities were established through deliberate efforts to utilize available state resources most efficiently. An important issue at this time relating to efforts to improve Florida's production of baccalaureate graduates is the cost to educate lower division students in each of Florida's public postsecondary sectors.

The funding processes for the Community College System and the State University System are both distinctive and complex. While the sector budget staffs continue to analyze appropriation, allocation and cost accounting documents, an accurate comparison of the cost to educate a student in each of the two sectors has yet to be produced. Differences, however, appear to exist due to unique funding priorities and budget allocation decisions in each of the sectors that affect the cost of instruction in each sector, primarily the research component in the State University System and the cost of remediation in the Community College System. Aside from these distinctions, funding for undergraduate education should be the highest priority in the postsecondary budgeting process of the Legislature and the allocation process of the sector boards.

Last year, the legislative funding formula for the State University System included a new allocation process that was designed to equitably fund the state universities. This process, however, may have some unintended results due to the fact that first-time-in-college enrollment funding employs cost factors that provide support for research and public service activities. Whether perceived or real, the revised allocation methodology provides an

incentive to increase FTIC student enrollment. If state funds are appropriated to support additional FTIC students in the SUS, these funds should be allocated only for the costs of lower level instruction and not diverted for other purposes.

To facilitate the most efficient allocation of limited state resources available for higher education, a discrete cost for undergraduate instruction in each postsecondary sector is needed as well as specific cost components that exclusively support upper division growth and articulation policies. A coordinated effort by all postsecondary sectors to calculate these costs for each sector will be required.

Recommendations:

17. The Legislature, in conjunction with the Board of Regents and the State Board of Community Colleges, should develop a discrete cost component (dollars per FTE) for each sector that reflects the actual cost of lower level undergraduate instruction.

18. Instructional costs for any public undergraduate enrollment increases should be fully funded by the Legislature.

19. The Commission recognizes and supports the importance of public service and research in the state universities but believes that these functions should not be components of undergraduate enrollment funding. If it continues to be necessary to fund these functions as a part of undergraduate enrollment, they should be funded only as a component of upper level enrollment growth.

In its ***1993 Master Plan***, the Commission recommended to:

- Provide incentive funding to attain specified objectives in each sector or across sectors. This can be accomplished through redirecting a portion of existing funds (operating and capital outlay) as well as providing additional support for achievement of identified goals/objectives subject to external validation.

- Assure that there is no funding disincentive for use of technology in instruction and provide incentives for its use.

The development of policies by the Legislature, the Board of Regents and the State Board of Community Colleges to reduce the number of required credit hours to a degree (see Page 11) should result in reduced institutional and student costs.

Recommendation:

20. Performance-based funding that will provide incentives for degree completion should be fully explored in the funding formulas of the Community College System and State University System.

The Commission believes that technological advances can increase access to postsecondary education for Florida residents through the development and delivery of instructional resources and programs to individuals located not only in educational facilities, but remotely to business and industry, community facilities, homes, libraries and prisons. The ***1993 Master Plan*** calls for "a comprehensive educational telecommunications policy that focuses state resources on specific educational goals and provides guidance for funding and planning." In this regard, state resources should be dedicated toward the funding of technology-based educational programs and services that will increase access to educational opportunities in the most cost effective and efficient manner possible.

Recommendation:

21. Funding requests for technologically delivered postsecondary instruction should be targeted toward courses and programs that will increase the education system's capacity and ease current access pressures.

Appendix A

DATA BRIEF

ACCESS TO THE BACCALAUREATE DEGREE IN FLORIDA

Introduction

Access to postsecondary education for those who can benefit from continued education is a primary component of the American system of public education and has historically been a priority in Florida. The State has achieved a high degree of access through the geographic distribution of its 10 state universities and 28 public community colleges. The State's two-plus-two policy promotes the recognition and utilization of the public community colleges as the primary point of entry for postsecondary education, and the Statewide Articulation Agreement guarantees public community college transfers with the associate of arts degree entry to the State University System. Florida continues to be recognized nationally as a model for programmatic access to baccalaureate education.

But concern regarding access to postsecondary education for Floridians is growing. Both the State University System and the Community College System have experienced steady growth in terms of student demand over the past 25 years. Institutions are experiencing increasing demand for entry as more students graduate from high school and plan to attend postsecondary education and as the state's in-migration remains high.

In light of the above realities, the overarching public policy question is: How can the State meet it's goals for access to public postsecondary education most effectively? ***The 1993 State University System Master Plan*** attempts to address this question by calling for an increase of the System goal for enrollment of FTIC students from 15 percent to 20 percent of recent high school graduates over a 5 year period.

As directed by the Council on Education Interdependence, the Commission, working in conjunction with the Board of Regents, the State Board of Community Colleges and the Independent Colleges and Universities of Florida is studying the appropriate share of the state's first-time-in-college (FTIC) students by postsecondary sector. One method of examining issues of access would be an analysis of a similar cohort of students as they progress through the State's system of public postsecondary education. The data to conduct such an analysis, however, is not currently available.

To encourage a thorough discussion of the ramifications of the FTIC policy as it affects all postsecondary delivery systems, this "Data Brief" presents displays of information representative of issues related to the above public policy question and identifies observation points to illuminate the issues.

ACCESS TO THE BACCALAUREATE DEGREE IN FLORIDA

DATA BRIEF

POINTS OF FOCUS

I. PROJECTIONS OF GROWTH. 5

- During the next two decades, the fastest growing age group in Florida will be the (45-64) age group. Age group (18-44), the primary college-age population, will grow the slowest of any age group and will decline as a percentage of the total population. **[See TABLE 1 and TABLE 2]**

- There will be steady growth in the number of high school graduates until the year 2003, at which time the number will grow more slowly and will include three years of slight declines during the period. **[See TABLE 4]**

- The Community College System (CCS) and State University System (SUS) project steady enrollment growth during the coming decade that averages 3.2 percent per year. **[See TABLE 6]**

II. NATIONAL POSTSECONDARY EDUCATION PERFORMANCE LEVELS. 8

- 1991 data analyses revealed that Florida ranked 26th nationally in terms of lower division enrollment per 100,000 working age population, and 47th nationally in bachelor's degree productivity. **[See TABLES 7 and 8]**

- In 1993, Florida ranked 43rd nationally in high school graduates' postsecondary participation rate and 48th in bachelor's degree productivity. In terms of the percent of population holding a bachelor's degree, however, Florida ranked 33rd nationally due, most likely, to the in-migration of educated (degreed) adults. **[See TABLE 10]**

- Florida ranks fourth out of the 15 Southern Regional Education Board (SREB) states in percent of population (over 25 years old) with an associate's degree or higher, and ranks fifth out of the 15 SREB states in percent of population with a bachelor's degree or higher. **[See TABLE 11]**

III. TRENDS IN HIGH SCHOOL GRADUATES' POSTSECONDARY PLANS AND ENROLLMENT PATTERNS. 12

- Two-thirds of 1994 high school graduates reported to have plans to continue their education in a postsecondary institution and one-third reported no plans. **[See TABLE 12]**

IV. POSTSECONDARY ADMISSIONS. 14

- During the past five years, the State University System has admitted a higher percentage of its applicants, with no increase in the percentage of admitees who enroll. **[See TABLE 14]**

- The percentage of FTIC students in the SUS who were alternative admits has declined since 1990 and was 11.9 % for the 1992-93 year. **[See TABLE 15]**

- Since 1980, average SAT scores for Florida test-takers have remained static, while state university system FTIC students' average SAT scores have increased over 10 percent, with the majority of the increase occurring prior to 1982. Mean grade point average for FTIC students has increased from 2.97 to 3.4. **[See FIGURE 1 and TABLE 17]**

V. POSTSECONDARY ENROLLMENTS. 18

- During the past two decades, community college system A & P FTE enrollment has increased approximately 80 percent, while state university system lower level enrollment has increased approximately 50 percent. **[See FIGURE 2]**

- Since 1987, both the community college system and the state university system have made slight gains in the percentage of black and Hispanic enrollment and in the percentage of degrees awarded. **[See TABLES 18 AND 19]**

- Florida Gulf Coast University will provide additional access to public baccalaureate education when it enrolls its first class of 2,400 students in 1997. **[See TABLE 20]**

- The SUS currently has 251 limited access undergraduate programs, 40 percent of them (over 8,700 applicants) in the EDUCATION discipline and 15 percent of the programs (over 10,000 applicants) in the BUSINESS discipline. **[See FIGURE 3]**

- SUS graduation rates for 1985 and 1986 FTIC students were approximately 16 percent after four years, 42 percent after five years and 51 percent after six years. **[See TABLE 23]**

VI. POSTSECONDARY ARTICULATION. 23

- 1992 SUS Enrollment included over 70,000 students who had transferred from one of the 28 public community colleges. **[See TABLE 24]**
- 1992 data reveal only slight differences in the grade point averages of associate of arts graduates when compared with native (FTIC) SUS students. **[See TABLE 25]**

VII. WORKFORCE TRENDS AND PROJECTIONS. 25

- SERVICES AND TRADE, the fastest growing industries in Florida, will generate over 60 percent of new jobs between 1991 and 2005. **[See FIGURE 4]**
- All but six of the projected fastest growing occupations will require some type of postsecondary training, and over 60 percent of new jobs will require less than a bachelor's degree. **[See FIGURE 5 and 6]**

VIII. FUNDING. 28

- State funding per FTE for community college A & P program enrollment is 54 percent of the funding level for the lower division of the State University System. **[See TABLE 26]**
- In 1993-94, Florida ranked 44th ($1765) in the U.S. in resident undergraduate tuition and fees. **[See FIGURE 7]**
- During the past 25 years, the State University System's share of state general revenue has declined from over 12 percent in 1969 to less than 8 percent in 1994, while the general revenue share of corrections and juvenile justice has increased from two percent in 1969 to over 10 percent in 1994. **[See FIGURE 8]**
- Analysis of the cost of the implementation of the SUS policy revision that increases its FTIC enrollment to 20 percent of the previous years' high school graduates revealed an increased cost to the State of approximately $87 million. **[See TABLE 27]**

I. PROJECTIONS OF GROWTH

A. General Population

TABLE 1

FLORIDA POPULATION PROJECTIONS BY AGE GROUPS

POPULATION

AGE GROUP	1990	2000	2010	PERCENT CHANGE 1990-2000	PERCENT CHANGE 2000-2010
0 - 17	2,883,831	3,470,014	3,734,738	+ 20%	+ 8%
18 - 44	5,148,171	5,422,398	5,543,192	+ 5%	+ 2%
45 - 64	2,549,998	3,639,022	5,182,007	+ 43%	+ 42%
65 +	2,355,926	2,917,613	3,548,505	+ 24%	+ 22%

TABLE 2

PERCENT OF TOTAL POPULATION

AGE GROUP	1990	2000	2010	PERCENT CHANGE 1990-2000	PERCENT CHANGE 2000-2010
0 - 17	22.2%	22.5%	20.8%	+ 0.3%	-1.7%
18 - 44	39.8%	35.1%	30.8%	-4.7%	-4.3%
45 - 64	19.7%	23.6%	28.8%	+ 3.9%	+5.2%
65 +	18.2%	18.9%	19.7%	+ 0.7%	+0.8%

SOURCE: Florida Consensus Estimating Conference, Population and Demographic Forecast, Spring 1994.

B. Public School Enrollment

TABLE 3

FLORIDA PUBLIC SCHOOL ENROLLMENT PROJECTIONS

	1990	2000	2010	PERCENT CHANGE 1990-2000	PERCENT CHANGE 2000-2010
TOTAL K-12	1,832,516	2,421,006	2,555,864	+ 32%	+ 6%
GRADE 9 - 12	496,752	681,348	781,393	+ 37%	+ 15%

SOURCES: Florida Consensus Estimating Conference, Population and Demographics Forecast, Spring 1994.
Office of Strategic Planning, Department of Education, 1994

C. High School Graduates

TABLE 4
Florida Public High School Graduates
Actual 1969-70 - 1992-93
Projected 1993-94 - 2010-2011

YEAR	ACTUAL GRADUATES	YEAR	ACTUAL GRADUATES
1969-70	71,900	1991-92	91,726
1971-72	75,649	1992-93	89,646
1971-72	78,296		
1972-73	81,773		**Projected**
1973-74	84,098	1993-94	90,968
1974-75	86,651	1994-95	92,676
1975-76	88,932	1995-96	93,728
1976-77	89,937	1996-97	98,915
1977-78	91,613	1997-98	103,688
1978-79	88,318	1998-99	108,844
1979-80	87,826	1999-00	113,891
1980-81	88,755	2000-01	118,280
1981-82	89,199	2001-02	121,466
1982-83	85,505	2002-03	125,200
1983-84	84,496	2003-04	124,519
1984-85	79,686	2004-05	125,363
1985-86	81,508	2005-06	129,151
1986-87	82,184	2006-07	134,730
1987-88	89,206	2007-08	139,539
1988-89	90,759	2008-09	139,314
1989-90	89,162	2009-10	137,652
1990-91	87,647	2010-11	138,044

TABLE 5

PERCENT CHANGE

	1990	2000	2010	PERCENT CHANGE 1990-2000	PERCENT CHANGE 2000-2010
HIGH SCHOOL GRADUATES	89,162	113,891	137,652	+ 28%	+ 21%

SOURCE: Office of Strategic Planning, Department of Education

D. Postsecondary Enrollments

TABLE 6
GROWTH PROJECTIONS
1994-95 THROUGH 2003-4 *

STATE UNIVERSITY SYSTEM (X)		
YEAR	FTE ENROLLMENT	% CHANGE
1994-95	122,833	
1995-96	125,795	+ 2.4
1996-97	130,368	+ 3.6
1997-98	135,524	+ 4.0
1998-99	140,930	+4.0
1999-00	145,994	+3.6
2000-01	150,774	+3.3
2001-02	155,101	+2.9
2002-03	159,153	+2.6
2003-04	163,482	+2.7
	TOTAL INCREASE	+33%

COMMUNITY COLLEGE SYSTEM (Y)		
YEAR	FTE ENROLLMENT	% CHANGE
1994-95	202,407	
1995-96	208,696	+3.1
1996-97	215,790	+3.4
1997-98	221,845	+2.8
1998-99	228,464	+3.0
1999-00	235,739	+ 3.2
2000-01	243,329	+ 3.2
2001-02	251,252	+3.3
2002-03	259,527	+3.3
2003-04	268,173	+3.3
	TOTAL INCREASE	+32%

* Florida Independent institutions are now being surveyed to gather current and projected enrollment. Current I.C.U.F. enrollment is approaching 75,000 students.

(X)

- Incorporates policy change to increase the share of FTIC students to 20% of previous year's high school graduates during the years 1994-95 - 1999-2000.
- Includes Special Units
- Growth at FAU and FIU will follow the Revised Southeast Florida Ten-Year Enrollment Plan; Growth at the remaining universities will follow the projected annual increases in Florida's population.
- Florida Gulf Coast University opens in 1997.

(Y)

- Based on funded enrollment and current state enrollment policy.
- Total enrollment without CIS or Lifelong Learning

Source: Board of Regents, State Board of Community Colleges

II. NATIONAL POSTSECONDARY EDUCATION PERFORMANCE LEVELS

The two charts below provide an update of the Commission's 1991 *Criteria* study of degree production and postsecondary participation rates by level as part of a process to establish new institutions. The indices were based on comparable information with ten states with strong economies. The 1993 update found that Florida has not made significant progress over the past five years towards reaching its goal of achieving educational performance levels that are on par with the ten comparison states.

TABLE 7

SUMMARY OF EDUCATIONAL PARTICIPATION RATES BY STUDENT LEVEL
FLORIDA AND OTHER STATES
1991-92

Student Level	Enrollment per 100,000 Working Age Population			Florida Ranking	Florida as % of Target
	Florida	Nation	Target States		
Lower Division	7,733	8,126	9,725	26	79.5%
Upper Division	2,731	3,335	3,433	42	79.6%
Subtotal	10,464	11,461	13,158	NA	79.5%
Graduate	1,067	1,510	1,924	42	55.5%
Professional	157	258	311	34	50.5%
All Levels	**11,688**	**13,229**	**15,393**	**NA**	**75.9%**

Source: National Center for Education Statistics and U.S. Bureau of the Census.

TABLE 8

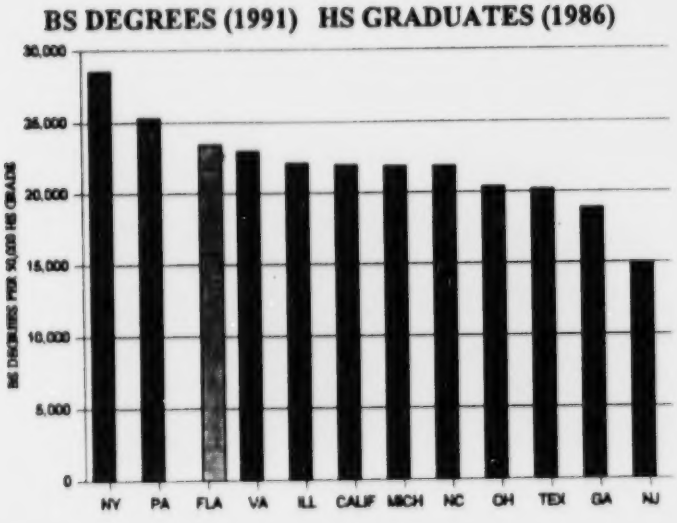
SUMMARY OF DEGREE PRODUCTIVITY RATES BY LEVEL
FLORIDA AND OTHER STATES
1990-91

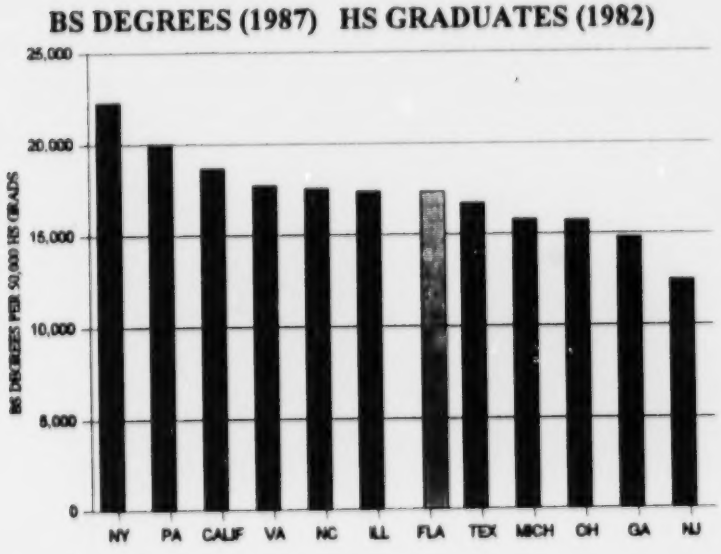
Degree Level	Degrees per 100,000 Working Age Population			Florida Ranking	Florida as % of Target
	Florida	Nation	Target States		
Bachelor's	743.69	1008.49	1079.03	47	68.9%
Master's	215.79	310.66	402.63	40	53.6%
Doctor's	23.86	36.20	45.94	35	51.9%
Professional	44.00	66.29	80.99	32	54.3%

Source: National Center for Education Statistics and U.S. Bureau of the Census.

TABLE 9

TRENDS OF B.S. DEGREES AWARDED FIVE YEARS LATER PER 50,000 HIGH SCHOOL GRADUATES IN 12 MOST POPULOUS STATES *





* Not based on cohort analyses

SOURCE: Digest of Education Statistics

TABLE 10

HIGH SCHOOL GRADUATES' PARTICIPATION IN PUBLIC 4-YEAR HIGHER EDUCATION, BACHELOR'S DEGREES AWARDED PER 100,000 WORKING-AGE POPULATION BY INSTITUTION TYPE AND EDUCATIONAL ATTAINMENT OF POPULATION IN 12 MOST POPULOUS STATES

STATE	4-YEAR PUBLIC INSTITUTIONS' SHARE OF HIGH SCHOOL GRADUATES (1)	STATE RANKING	WORKING AGE POPULATION (2)	BACHELOR'S DEGREES AWARDED (Public Institutions Only)	# PER 100,000 WORKING-AGE POPULATION	STATE RANKING	PERCENT OF POPULATION HOLDING BACHELOR'S DEGREE(3)	STATE RANKING
CALIFORNIA	17.10%	32	13,737,949	74,430	541.78	41	15.30%	13
FLORIDA	11.10%	43	5,143,057	24,155	469.66	48	12.00%	33
GEORGIA	26.20%	10	2,929,178	15,490	528.82	42	12.90%	27
ILLINOIS	16.40%	34	4,906,279	29,516	601.60	38	13.60%	19
MICHIGAN	20.30%	26	3,985,229	33,206	833.23	16	10.90%	41
NEW JERSEY	4.10%	49	3,336,494	16,235	486.59	47	16.00%	5
NEW YORK	11.30%	42	7,816,297	39,965	511.30	45	13.20%	24
NORTH CAROLINA	25.20%	11	2,932,539	18,595	634.09	33	12.00%	33
OHIO	22.00%	20	4,547,461	31,925	702.04	27	11.10%	40
PENNSYLVANIA	18.40%	28	4,884,098	29,850	611.17	37	11.30%	38
TEXAS	24.40%	14	7,516,040	47,377	630.35	34	13.90%	17
VIRGINIA	24.00%	15	2,852,175	20,801	729.30	23	15.40%	10

NOTES: (1) NCES unpublished data, February 1993, from Fall 1988 IPEDS reports. Includes actual public high school figures and private high school estimates.
(2) Working-Age Population includes ages 18 to 44, 1990 Census. Degrees Awarded reported for 1989-90 in 1992 Digest of Education Statistics, NCES.
(3) Reported in 1992 Chronicle of Higher Education Almanac, based on 1990 Census data.

Compiled by the Postsecondary Education Planning Commission, 1993

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TABLE 11

PERCENT OF PERSONS OVER 25 YEARS OF AGE WITH ASSOCIATES, BACHELORS AND GRADUATE DEGREES SREB STATES, 1990

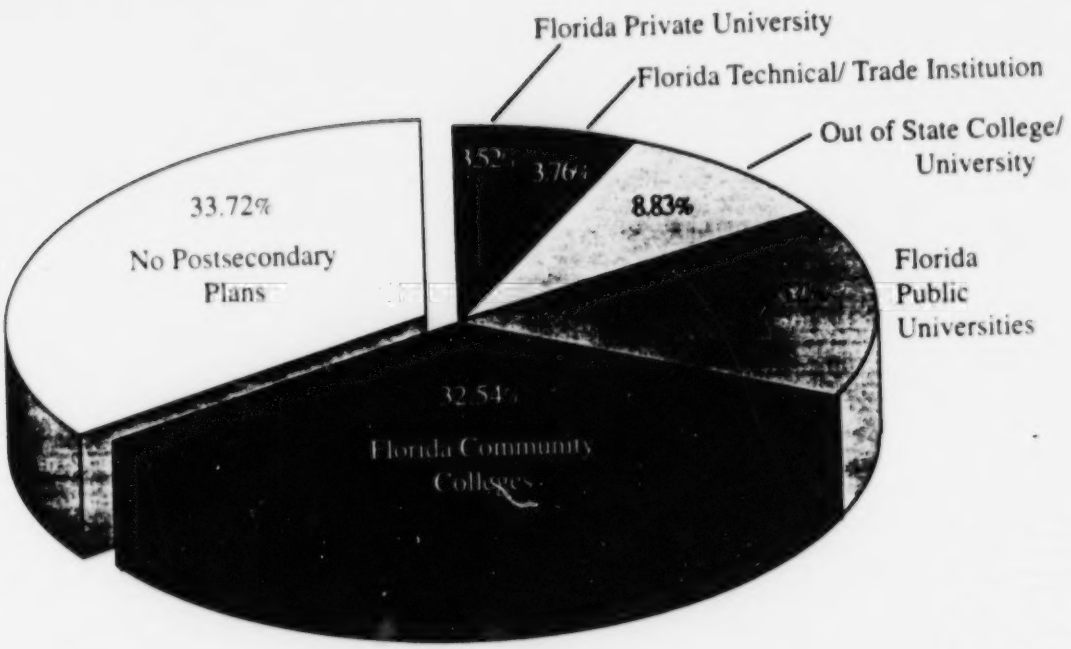
	Associate or Higher Degree	Bachelor's and Higher	Graduate Professional Degree
United States	26.5	20.3	7.2
SREB States	22.5	17.5	6.2
Alabama	20.6	15.6	5.5
Arkansas	17.1	13.4	4.5
FLORIDA	24.9	18.3	6.3
Georgia	24.3	19.3	6.4
Kentucky	17.7	13.6	5.5
Louisiana	19.4	16.1	5.6
Maryland	31.7	26.5	10.9
Mississippi	20.0	14.8	5.1
North Carolina	24.2	17.4	5.4
Oklahoma	22.8	17.8	6.0
South Carolina	22.9	16.6	5.4
Tennessee	20.1	15.9	5.4
Texas	25.6	20.4	6.5
Virginia	30.0	24.5	9.1
West Virginia	16.1	12.3	4.8

Source: U.S. Department of Commerce, Bureau of the Census, Decennial Census, April 1990 (June, 1993).

III. TRENDS IN HIGH SCHOOL GRADUATES' POSTSECONDARY PLANS AND ENROLLMENT PATTERNS

TABLE 12

1992-93 High School Graduates With Reported Plans to Attend a Postsecondary Institution or Who Indicated No Plans



Source: Department of Education - Division of Public Schools
Bureau of Education Information and Assessment Services

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TABLE 13

TRENDS IN PLANS OF FLORIDA PUBLIC HIGH SCHOOL GRADUATES TO ENTER INSTITUTIONS OF HIGHER EDUCATION WITHIN AND OUTSIDE OF FLORIDA 1973 TO 1993

LOCATION	PERCENT ENTERING POSTSECONDARY EDUCATION IN THE FALL OF		
	1973	1983*	1993*
PERCENT ENTERING INSTITUTIONS WITHIN FLORIDA			
4 - Year Degree Granting	12.15	14.37	19.23
2 - Year Degree Granting	26.69	26.09	33.30
Total Degree Granting	38.84	40.46	52.53
Other Postsecondary	3.08	4.35	3.76
Total Postsecondary within Florida	41.92	44.82	56.29
PERCENT ENTERING INSTITUTIONS OUTSIDE FLORIDA			
Colleges or Universities	6.91	7.28	8.83
Other Postsecondary	.52	.95	1.16
Total Postsecondary Outside Florida	7.43	8.23	9.99
PERCENT ENTERING INSTITUTIONS WITHIN AND OUTSIDE FLORIDA			
4 - Year Degree Granting	19.06	21.65	28.06
Total Degree Granting	45.75	47.74	61.36
Other Postsecondary	3.59	5.31	4.92
Total Postsecondary Within and Outside Florida	49.35	53.04	66.28

*** Includes graduates receiving special diplomas.**

SOURCE: **Bureau of Education Information and Assessment Services**
Division of Public Schools

IV. POSTSECONDARY ADMISSIONS

TABLE 14

STATE UNIVERSITY SYSTEM

FIRST-TIME-IN-COLLEGE STUDENTS

	1989	1990	1991	1992	1993
NUMBER OF APPLICANTS	35,408	34,198	34,501	37,041	37,201
NUMBER ADMITTED	20,259	21,161	22,710	26,385	27,525
PERCENT OF APPLICANTS ADMITTED	57.2%	61.9%	65.8%	71.2%	74.0%
NUMBER ENROLLED	12,228	12,397	12,967	13,713	14,811
PERCENT OF ADMITTED ENROLLED	60.4%	58.6%	57.1%	52.0%	53.8%

NOTE: Columns show an unduplicated count of individuals, regardless of how many applications they have submitted to SUS institutions.

SOURCE: State University System Fact Books

TABLE 15

PERCENT OF FIRST TIME IN COLLEGE STUDENTS WHO WERE ALTERNATIVE ADMITS AND MINIMUM REQUIREMENTS NOT MET BY THE ALTERNATIVE ADMITS

		84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93
SUS	ALL FTIC	13,111	14,140	14,563	14,605	16,092	15,380	15,637	16,374	17,096
	ALT ADMITS	1,359	1,484	1,798	2,125	2,101	2,234	2,399	2,433	2,034
	% ALT ADMT	10.4%	10.5%	12.3%	14.5%	13.1%	14.5%	15.3%	14.9%	11.9%
MIN REQ NOT MET:	HS UNITS	80	415	645	542	388	706	690	639	566
	LO SCORES	105	261	276	384	255	954	607	414	242
	BOTH	1,174	808	877	1,199	1,458	574	1,102	1,379	1,224

NOTE: HS UNITS = Missing high school units
LO SCORES = Low scores on SAT or ACT

SOURCE: 1993 Alternative Admissions Report, Board of Regents

TABLE 16

PROJECTIONS OF FTIC ENROLLMENT AS A PROPORTION OF FLORIDA HIGH SCHOOL GRADUATES, WITH TWENTY PERCENT TARGET REACHED IN 1998-99

YEAR	TOTAL NO. OF GRADS	*FTIC TARGET	*FTE TARGET	**FTE INCREM	FTE FUNDED	% OF PRIOR YR'S HS GRADS
1990-91	87,647	13,374	8,160	815	6,725	12.30%
1991-92	91,726	13,147	7,958	792	7,517	14.17%
1992-93	89,646	13,759	8,319	(524)	6,933	12.61%
1993-94	90,968	13,447	8,275	1,207	8,200	14.86%
1994-95	92,676	14,555	8,864	1,202	9,402	16.97%
1995-96	93,728	15,755	9,595	192	9,595	17.00%
1996-97	98,915	16,871	10,275	680	10,275	18.00%
1997-98	103,688	18,794	11,446	1,171	11,446	19.00%
1998-99	108,844	20,738	12,629	1,184	12,629	20.00%
1999-2000	113,891	21,769	13,257	628	13,257	20.00%
2000-01	118,280	22,778	13,872	615	13,872	20.00%
2001-02	121,466	23,656	14,407	535	14,407	20.00%
2002-03	125,200	24,293	14,795	388	14,795	20.00%
2003-04	124,519	25,040	15,250	455	15,250	20.00%

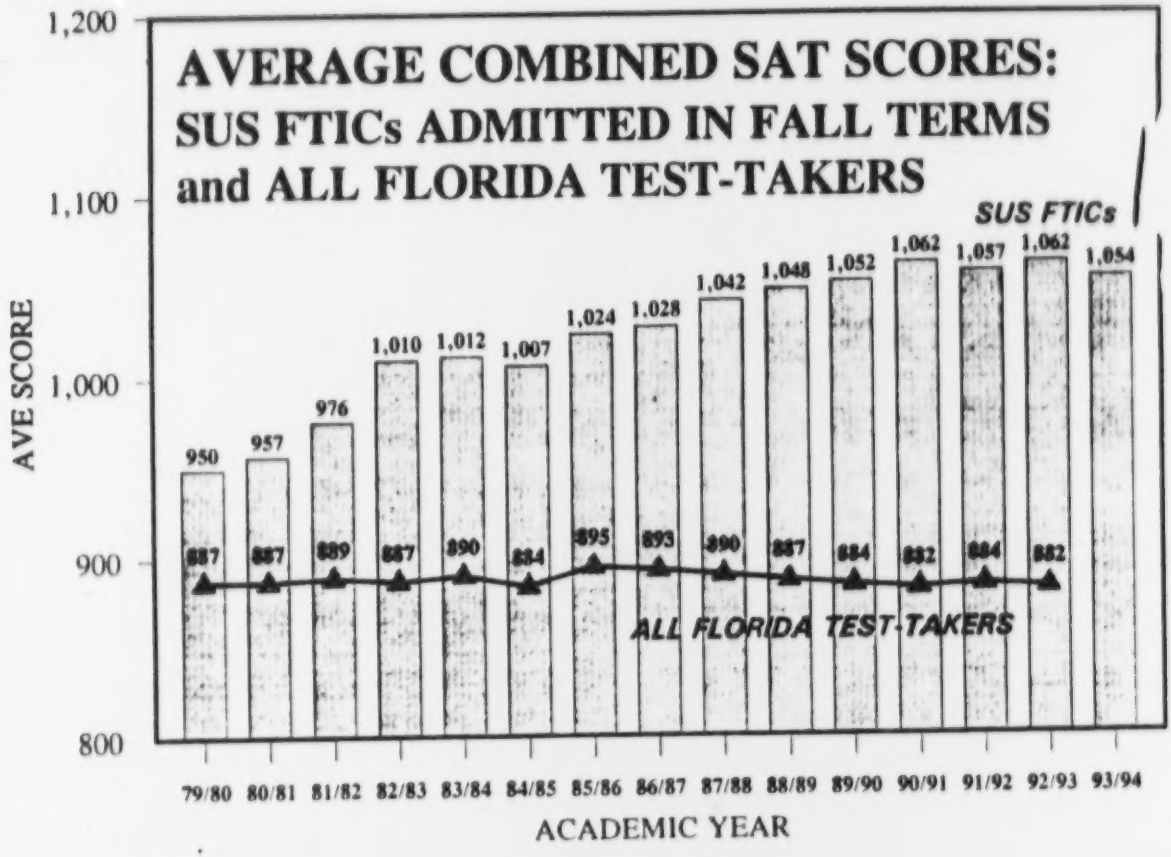
* FTIC targets are based on the SUS of Florida Master Plan, 1993-94 through 1997-98. From a level of close to 15% in 1993-94, planned increases in the target were set at one percent each year until 20% of the previous year's public high school graduates is achieved. FTIC headcounts are converted to FTE targets using the applicable headcount/FTE conversion rate.

** FTE increment is the difference between FTE target and the FTE funded for the prior year. Data for 1990-01 through 1994-95 are actual. The headcount to FTE conversion rate is 1,639 for 1990-91, 1652 for 1991-92, 1654 for 1992-93, and 1,625 for 1993-94. For subsequent years, an estimated conversion rate of 1,642 is used. This rate represents the average for five years rates. Data are taken from final SDCF's for all three terms in the academic year through 1992-93.

TOTAL NUMBER OF GRADUATES includes graduates of the State's Development Research Schools. Data for 1990-91 through 1992-93 are actual; the number for 1993-94 and subsequent years is projected. Source: Florida DOE, June 1994, Projected Florida High School Graduates, 1993-94 -2010-11.

SOURCE: Board of Regents

FIGURE 1



SOURCE: BOARD OF REGENTS

TABLE 17

MEAN HIGH SCHOOL GPA, SAT SCORES AND ACT SCORES
OF FIRST-TIME-IN-COLLEGE STUDENTS ADMITTED AND REGISTERED FOR FALL TERMS

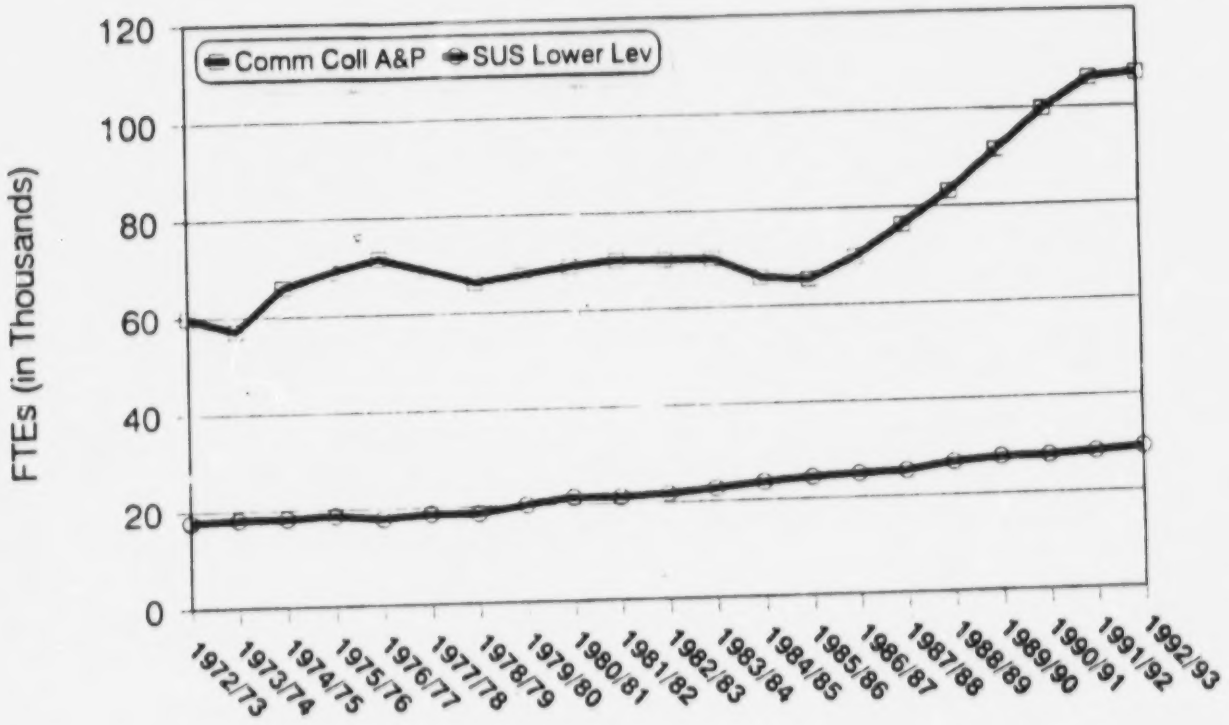
		1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
UF															
	GPA	3.14	3.18	3.19	3.19	3.17	3.22	3.35	3.38	3.46	3.52	3.5	3.5	3.5	3.6
	SAT	1039.0	1055.4	1074.3	1077.7	1077.1	1083.9	1106.5	1130.2	1139.9	1156.0	1142.8	1133.5	1152.0	1138.7
	ACT	23.9	24.2	24.3	24.5	24.3	24.3	24.9	25.5	26.1	26.4	26.3	26.0	26.9	26.2
FSU															
	GPA	2.88	2.87	3.01	2.99	3.02	3.01	3.05	3.09	3.20	3.43	3.4	3.5	3.4	3.4
	SAT	943.0	959.3	1024.6	1018.3	1000.9	1012.1	1016.5	1055.4	1059.0	1080.0	1096.5	1089.7	1088.7	1078.7
	ACT	20.7	21.5	22.8	22.9	22.6	22.3	22.8	23.4	24.0	24.5	24.0	24.0	24.9	24.9
FAMU															
	GPA	2.66	2.74	2.75	2.75	2.65	2.64	2.66	2.71	2.82	2.82	2.8	2.9	3.1	3.0
	SAT	701.0	749.1	779.9	749.3	774.7	778.1	786.4	792.4	839.1	857.0	884.2	899.0	943.4	940.9
	ACT	14.1	14.3	15.6	14.1	15.0	16.9	16.8	17.6	18.3	18.5	17.2	16.7	20.2	19.9
USF															
	GPA	2.97	2.89	2.83	2.84	2.84	3.05	3.07	3.05	3.03	2.96	3.0	3.2	3.2	3.3
	SAT	947.0	942.3	964.2	979.8	988.5	1011.0	1022.9	1027.6	1021.81	1020.6	1032.5	1039.7	1036.1	1044.4
	ACT	20.2	20.5	20.8	20.5	20.6	21.0	20.6	22.7	22.5	22.0	22.1	21.7	23.1	23.2
FAU															
	GPA					3.38	3.42	3.40	3.38	3.34	3.33	3.1	3.1	3.1	3.2
	SAT					1037.7	1060.2	1041.2	1065.0	1066.1	1055.8	1018.0	1003.8	1009.7	1002.6
	ACT					22.7	22.4	20.7	23.4	23.4	24.3	21.6	21.3	22.6	22.6
UWF															
	GPA					3.22	3.10	3.02	2.96	3.02	3.15	3.1	3.2	3.2	3.3
	SAT					970.8	975.3	960.0	954.4	961.3	947.6	995.9	980.1	974.2	949.1
	ACT					22.1	21.9	22.2	21.5	21.8	22.0	21.0	20.9	22.4	22.0
UCF															
	GPA	2.98	2.98	3.04	3.01	2.96	3.02	3.06	3.11	3.21	3.34	3.4	3.3	3.3	3.3
	SAT	959.0	959.0	968.6	983.2	973.1	992.6	1000.5	1013.6	1021.6	1043.6	1052.0	1022.8	1008.0	1002.8
	ACT	22.2	21.5	22.0	21.7	22.3	22.5	22.0	22.4	23.1	23.5	23.8	22.8	22.5	23.9
FIU															
	GPA		3.22	3.28	3.00	3.21	3.27	3.28	3.32	3.36	3.21	3.4	3.3	3.3	3.3
	SAT		1052.0	1044.7	1020.8	1013.9	1007.3	1016.7	1038.9	1040.2	1010.7	1001.0	1010.7	1018.6	1011.8
	ACT		23.0	23.5	23.0	20.1	20.5	21.3	23.4	22.9	22.1	21.7	21.5	22.8	23.8
UNF															
	GPA					2.77	2.77	3.08	3.12	3.19	3.26	3.3	3.2	3.1	3.1
	SAT					967.4	972.7	1019.7	1059.9	1062.5	1065.1	1098.5	1045.6	1025.6	1017.8
	ACTS					21.0	21.9	22.4	23.1	22.6	22.7	22.9	22.2	22.4	21.6
SUS															
	GPA	2.97	2.98	3.03	3.00	3.01	3.08	3.12	3.13	3.20	3.25	3.3	3.3	3.3	3.4
	SAT	957.0	976.4	1009.6	1011.9	1007.3	1024.5	1027.9	1042.5	1048.3	1052.3	1061.9	1056.6	1061.8	1054.4
	ACT	20.9	21.7	22.4	22.3	22.2	22.5	22.5	22.8	23.2	23.2	22.2	21.9	23.4	23.5

Source: Board of Regents

V. POSTSECONDARY ENROLLMENTS

FIGURE 2

COMPARISON OF FTE ENROLLMENTS IN THE STATE UNIVERSITY SYSTEM AND COMMUNITY COLLEGE SYSTEM BETWEEN 1972-73 AND 1992-93



SOURCE: Board of Regents

TABLE 18

POSTSECONDARY ENROLLMENT BY RACE/ETHNICITY
1987 - 1992
(PERCENT OF TOTAL)

	COMMUNITY COLLEGE SYSTEM						STATE UNIVERSITY SYSTEM		
YEAR	A.S. PROGRAMS			A.A. PROGRAMS			UNDERGRADUATE		
	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC
1987	77.0	10.6	9.1	78.7	8.1	9.4	80.9	8.8	8.2
1988	76.2	10.7	9.6	78.5	8.2	9.5	79.8	9.1	8.6
1989	75.4	11.0	9.9	77.4	8.3	10.3	78.5	9.7	9.2
1990	75.9	10.7	9.7	76.7	8.5	10.6	76.9	10.2	9.9
1991	74.1	11.8	10.3	75.1	9.3	11.3	75.4	10.9	10.5
1992	72.9	11.7	11.7	73.4	10.1	11.9	74.0	11.5	11.0
DIFFERENCE	-4.1	+1.1	+2.6	-5.3	+2.0	+2.5	-6.9	+2.7	+2.8

SOURCE: Data on Minorities in Postsecondary Education in Florida: 1994 Report.

TABLE 19

DEGREES AWARDED BY RACE/ETHNICITY
1988-1993
(PERCENT OF TOTAL)

YEAR	ASSOCIATE OF SCIENCE			ASSOCIATE OF ARTS			BACHELOR OF SCIENCE		
	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC
1988	79.8	7.6	8.2	79.6	4.7	12.1	84.8	5.9	7.5
1989	77.2	9.2	9.0	78.6	5.2	11.9	83.8	5.8	8.3
1990	78.3	7.0	8.5	78.4	5.3	12.2	83.5	6.1	8.1
1991	78.2	8.9	9.0	77.2	5.5	12.9	82.0	6.3	9.4
1992	78.2	8.3	8.6	77.7	5.8	12.2	80.9	6.8	9.6
1993	78.5	8.3	8.6	76.1	6.3	12.8	78.9	7.9	10.2
DIFFERENCE	-1.3	+0.7	+0.4	-3.5	+1.6	+0.7	-5.9	+2.0	+2.7

SOURCE: Data on Minorities in Postsecondary Education in Florida: 1994 Report.

TABLE 20

FLORIDA GULF COAST UNIVERSITY

Projected FTE Enrollment

	1997-8	1998-9	1999-0	2000-1	2001-2	2002-3	2003-4
Lower Level	100	252	406	563	722	883	1,000
Upper Level	730	907	1,158	1,445	1,737	2,031	2,330
Grad Class	170	252	334	415	497	578	660
Total	**1,000**	**1,411**	**1,898**	**2,423**	**2,956**	**3,492**	**3,990**

SOURCE: Tenth University Plan - Southwest Florida (Revised)

NOTES:

- First year class is projected to be 1,000 FTE or 2,400 students.
- By 2003, nearly 4,000 FTE representing over 7,000 students are anticipated.
- A 10 year enrollment cap of 8,100 has been recommended. In 25 years, the enrollment is expected to double to over 16,000 students.

FIGURE 3

STATE UNIVERSITY SYSTEM

1992 - 93 LIMITED ACCESS DEGREE PROGRAMS

251 OF THE 610 SUS UNDERGRADUATE DEGREE PROGRAMS ARE LIMITED ACCESS.

By Discipline

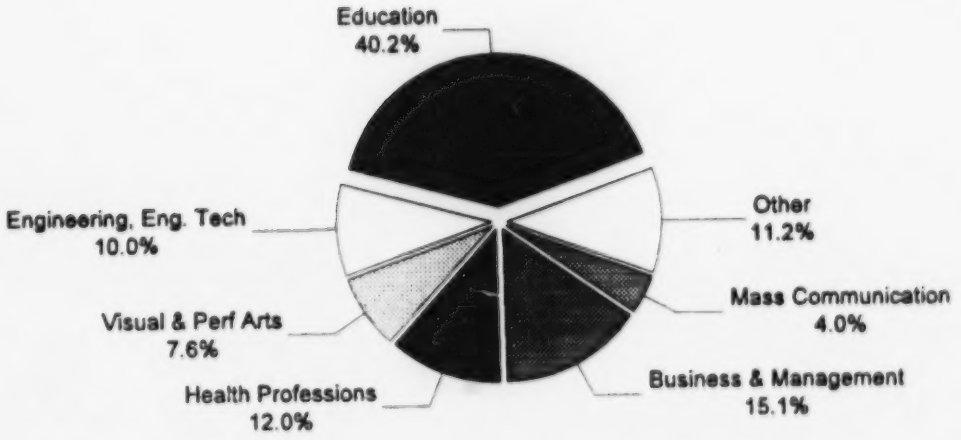


TABLE 21
LIMITED ACCESS ADMISSIONS
PROGRAM TOTALS 1992-93

	BUSINESS	EDUCATION	ENGIN.	HEALTH PROF.	ARTS & MUSIC	MASS COMM.	ALL DISCIPLINES
TOTAL APPLICANTS	10,422	8,714	3,682	5,146	3,594	2,765	40,079
MET MINIMUM STANDARDS	7,363	5,997	2,592	3,222	1,485	2,108	26,285
ADMITTED	7,155	5,256	2,090	2,048	829	1,835	22,526
ADMITTED WHO ENROLLED	5,749	4,454	1,754	1,463	666	1,667	18,402
DID NOT MEET MINIMUM STANDARDS	3,059	2,717	1,090	1,924	2,109	657	13,794
ADMITTED	293	742	387	202	81	159	1,969
ADMITTED WHO ENROLLED	217	544	284	124	47	124	1,437

TABLE 22

FTIC HEADCOUNT AT TIME OF ADMISSION TO THE SUS
FLORIDA RESIDENTS VS. NON-RESIDENTS
Fall 1985, 1988, 1991, 1993

	1985		1988		1991		1993	
SUS FTIC at time of Admission	10,777		12,800		12,937		14,672	
Florida Residents	8,657	80.3%	10,150	79.3%	10,447	80.3%	12,057	82.2%
Non-Florida Residents	2,120	19.7%	2,650	20.7%	2,490	19.2%	2,615	17.8%
High School Graduates	79,686		89,206		87,647		89,646	
FTIC Enrollment as a Percent of High School Graduates	13.5%		14.3%		14.8%		16.3%	
Florida Residents' FTIC Enrollment as a percent of High School Graduates	10.9%		11.4%		11.9%		13.4%	

Sources: Board of Regents Fact Books, Table 8; Office of Strategic Planning, DOE.

TABLE 23

STATE UNIVERSITY SYSTEM
RETENTION TO GRADUATION OF SELECTED FTIC STUDENTS(1)
1984-85, 1985-86, 1986-87 COHORTS

	1984-85		1985-86		1986-87	
	N	%	N	%	N	%
FTICs Enrolled	11,729		12,688		13,096	
Cumulative Graduates after 4 years	1,864	15.9	2,116	16.7	2,399	18.3
Cumulative Graduates after 5 years	4,937	42.1	5,466	43.1	5,951	45.4
Cumulative Graduates after 6 years	6,023	51.4	6,572	51.8		NA

(1) Data show only FTIC students meeting minimum freshman admissions requirements; alternative admission students are not included.

SOURCE: State University System of Florida Accountability Report, Vol. I, December 1992, Table G-1.

VI. POSTSECONDARY ARTICULATION

TABLE 24

FLORIDA COMMUNITY COLLEGE TRANSFER STUDENTS ATTENDING FLORIDA PUBLIC UNIVERSITIES CLASSIFIED BY COMMUNITY COLLEGE OF ORIGIN AND UNIVERSITY

FALL 1992

COLLEGE	FAMU N	FAMU %	FAU N	FAU %	FIU N	FIU %	FSU N	FSU %	UCF N	UCF %	UF N	UF %	UNF N	UNF %	USF N	USF %	UWF N	UWF %	SUS N
BREVARD	18	0.6	30	0.9	21	0.7	350	11.0	2374	74.5	220	6.9	32	1.0	132	4.1	10	0.3	3187
BROWARD	62	1.2	2895	54.0	1166	21.7	502	9.4	167	3.1	353	6.6	13	0.2	193	3.6	12	0.2	5363
CENTRAL FLORIDA	10	1.2	8	1.0	6	0.7	161	19.7	151	18.5	312	38.1	32	3.9	119	14.5	19	2.3	818
CHIPOLA	66	12.8	3	0.6	1	0.2	287	55.8	6	1.2	54	10.5	4	0.8	6	1.2	87	16.9	514
DAYTONA BEACH	15	0.9	18	1.1	18	1.1	193	11.6	1065	64.0	211	12.7	44	2.6	95	5.7	6	0.4	1665
EDISON	9	0.5	53	2.7	37	1.9	294	14.8	243	12.2	171	8.6	16	0.8	1153	57.9	15	0.8	1991
FLA AT JAX	73	1.6	13	0.3	19	0.4	500	11.2	98	2.2	358	8.0	3314	74.2	72	1.6	21	0.5	4468
FLORIDA KEYS	4	1.8	13	5.9	37	16.9	79	36.1	22	10.0	37	16.9	6	2.7	18	8.2	3	1.4	219
GULF COAST	39	3.6	2	0.2	5	0.5	772	70.4	30	2.7	110	10.0	8	0.7	12	1.1	118	10.8	1096
HILLSBOROUGH	32	0.8	19	0.5	32	0.8	347	8.6	115	2.8	145	3.6	18	0.4	3332	82.3	10	0.2	4050
INDIAN RIVER	11	1.0	296	26.8	17	1.5	184	16.7	366	33.2	126	11.4	12	1.1	86	7.8	5	0.5	1103
LAKE CITY	14	4.0	3	0.8	1	0.3	84	23.8	21	5.9	131	37.1	87	24.6	7	2.0	5	1.4	353
LAKE-SUMTER	4	1.2	3	0.9	2	0.6	55	16.2	176	51.8	51	15.0	5	1.5	43	12.6	1	0.3	340
MANATEE	16	0.7	18	0.8	14	0.6	348	16.1	195	9.0	207	9.6	13	0.6	1327	61.5	20	0.9	2158
MIAMI-DADE	140	1.2	443	3.9	9154	81.6	605	5.4	134	1.2	505	4.5	27	0.2	209	1.9	6	0.1	11223
NORTH FLORIDA	59	22.8	2	0.8	0	0.0	142	54.8	4	1.5	22	8.5	21	8.1	5	1.9	4	1.5	259
OKALOOSA-WALTON	6	0.6	3	0.3	0	0.0	219	20.7	38	3.6	60	5.7	2	0.2	21	2.0	711	67.1	1060
PALM BEACH	35	0.8	2950	69.1	121	2.8	389	9.1	262	6.1	359	8.4	13	0.3	133	3.1	6	0.1	4268
PASCO-HERNANDO	1	0.1	5	0.6	5	0.6	156	19.3	85	10.5	49	6.1	5	0.6	499	61.7	4	0.5	809
PENSACOLA	34	1.3	13	0.5	2	0.1	324	12.2	19	0.7	93	3.5	25	0.9	25	0.9	2128	79.9	2663
POLK	26	2.2	6	0.5	7	0.6	118	10.2	234	20.2	119	10.3	16	1.4	625	54.0	7	0.6	1158
ST JOHNS RIVER	3	0.4	4	0.5	1	0.1	175	22.6	44	5.7	110	14.2	425	54.8	14	1.8	0	0.0	776
ST PETERSBURG	41	0.8	18	0.3	27	0.5	639	11.9	324	6.1	535	10.0	14	0.3	3727	69.6	27	0.5	5352
SANTA FE	53	1.6	84	2.6	80	2.5	217	6.7	190	5.9	2190	67.5	193	5.9	213	6.6	26	0.8	3246
SEMINOLE	11	0.5	13	0.6	8	0.4	290	13.9	1553	74.2	132	6.3	17	0.8	60	2.9	8	0.4	2092
SOUTH FLORIDA	5	1.8	4	1.4	3	1.1	56	20.1	70	25.1	30	10.8	7	2.5	100	35.8	4	1.4	279
TALLAHASSEE	319	8.5	27	0.7	43	1.2	3127	83.7	60	1.6	54	1.4	27	0.7	45	1.2	35	0.9	3737
VALENCIA	33	0.5	37	0.6	34	0.5	346	5.6	5310	85.7	255	4.1	29	0.5	138	2.2	12	0.2	6194
TOTAL	1139		6983		10861		10959		13356		6999		4425		12409		3310		70441

NOTE: PERCENTS ARE SHOWN FOR ROWS

SOURCE: 1993 SBCC ARTICULATION REPORT - SUS STUDENT DATA COURSE FILES

TABLE 25

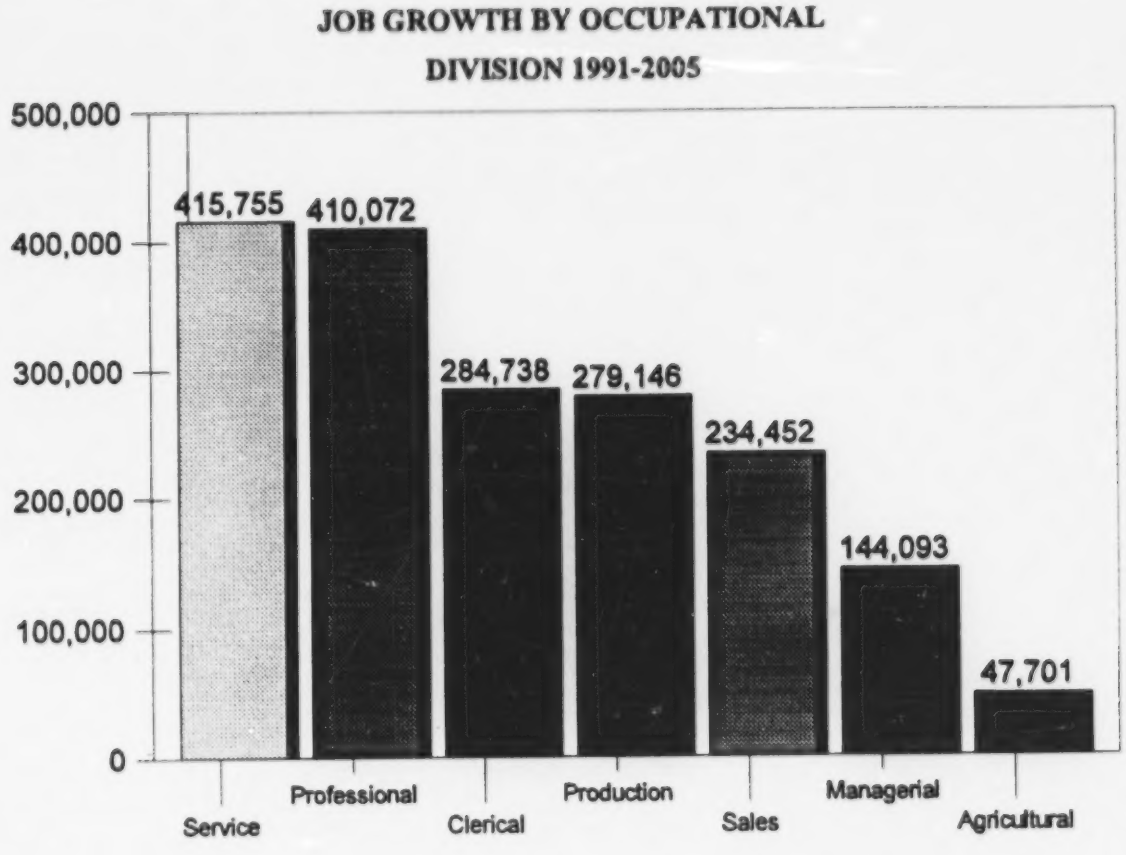
PERFORMANCE OF ASSOCIATE IN ARTS GRADUATES AND NATIVE SUS STUDENTS 1991-1992 (SUMMER, FALL, WINTER)

Discipline Groupings	Unduplicated Upper Division Headcount		Mean Cumulative GPA		Percent 3.0 and Above		Percent 2.0 and Below	
	CC	NATIVES	CC	NATIVES	CC	NATIVES	CC	NATIVES
AGRICULTURE	260	352	2.55	2.52	22	15	20	7
ALLIED HEALTH	548	295	3.1	3.04	59	55	6	1
ARCHITECTURE	401	326	2.97	2.92	54	46	4	2
BUSINESS-MGMT	12101	5982	2.65	2.89	28	40	13	2
COMMUNICATION	2555	1884	2.77	2.95	36	47	11	1
CMPUTR-INFO/SCI	1418	683	2.63	2.76	31	33	19	5
EDUCATION	7499	2581	3.21	2.97	69	49	3	2
ENGINEERING	3774	3104	2.65	2.84	30	40	17	4
FOREIGN LANG.	243	247	3	2.94	53	47	10	3
HEALTH SCI.	1370	771	3.05	2.94	58	46	6	1
HOME EC.	517	312	2.72	2.72	31	27	13	3
LAW	285	27	2.93	3.01	51	56	10	4
LETTERS	1375	1383	2.88	2.86	47	40	9	3
LIB/GEN STUDIES	1236	527	2.7	2.91	38	46	14	4
LIFE SCIENCES	1140	1217	2.53	2.93	23	48	24	4
MATHEMATICS	287	301	2.74	2.91	38	46	18	5
PARKS & REC.	252	259	2.78	2.62	35	14	6	3
PHILOSOPHY/RELG	79	65	2.83	2.92	47	49	8	5
PHYSICAL SCI.	494	379	2.68	2.97	33	49	20	4
PSYCHOLOGY	2790	1347	2.82	2.93	42	48	12	3
PUB. SERVICES	2613	1044	2.84	2.73	43	29	10	3
NAT. RESOURCES	51	61	2.64	2.8	20	34	22	5
SOCIAL SCI.	3987	2950	2.71	2.79	35	35	14	4
VIS/PERF ARTS	1053	827	3.01	2.91	57	46	5	2
UNCLASSIFIED	99	627	2.35	2.69	24	26	26	5
TOTALS	**46427**	**27551**	**2.81**	**2.87**	**40.9**	**40.9**	**11.4**	**2.9**

Source: 1993 SBCC Articulation Report

VII. WORKFORCE TRENDS AND PROJECTIONS

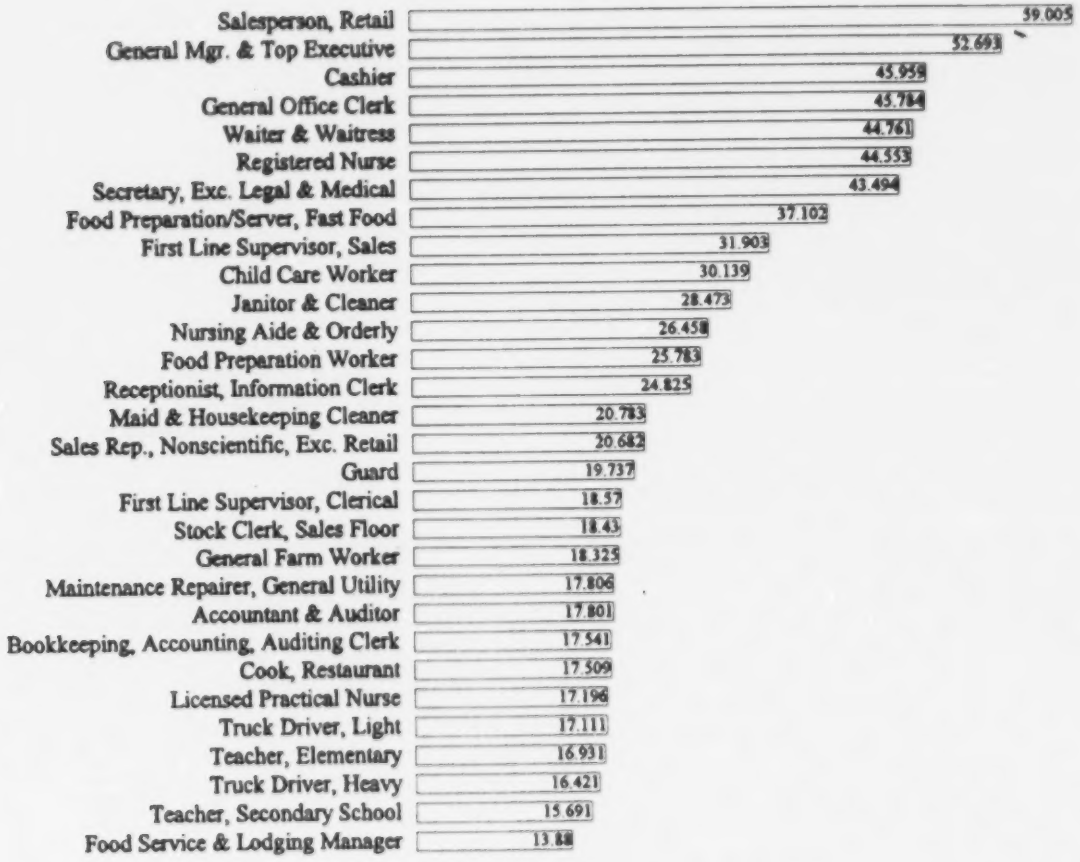
FIGURE 4



SOURCE: Florida Department of Labor and Employment Security, Bureau of Labor Market Information

FIGURE 5

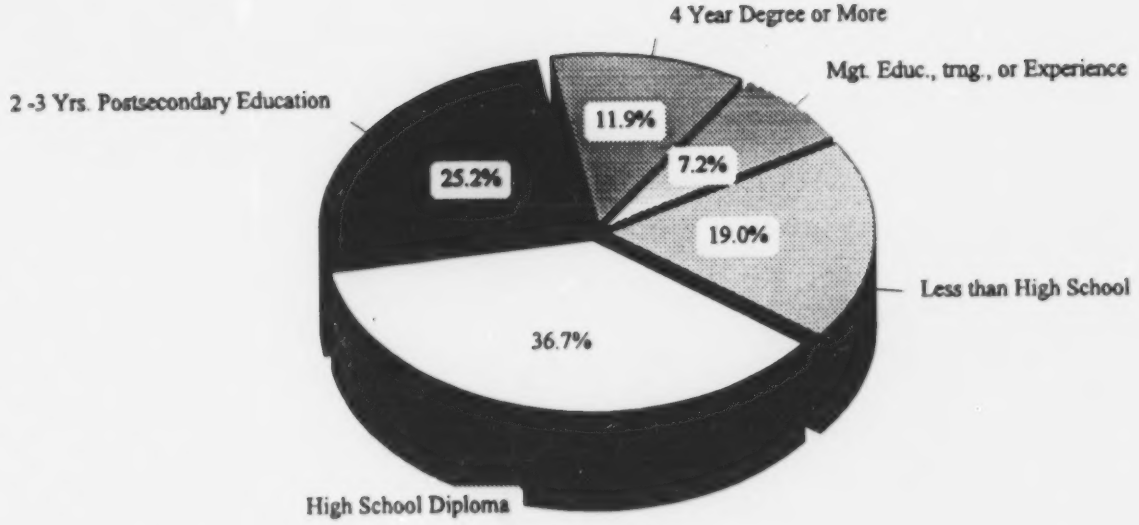
NUMERICAL EMPLOYMENT GROWTH BY OCCUPATION
PROJECTED 1991 - 2005


Salesperson, Retail 59,005
General Mgr. & Top Executive 52,693
Cashier 45,958
General Office Clerk 45,784
Waiter & Waitress 44,761
Registered Nurse 44,553
Secretary, Exc. Legal & Medical 43,494
Food Preparation/Server, Fast Food 37,102
First Line Supervisor, Sales 31,903
Child Care Worker 30,139
Janitor & Cleaner 28,473
Nursing Aide & Orderly 26,458
Food Preparation Worker 25,783
Receptionist, Information Clerk 24,825
Maid & Housekeeping Cleaner 20,783
Sales Rep., Nonscientific, Exc. Retail 20,682
Guard 19,737
First Line Supervisor, Clerical 18,57
Stock Clerk, Sales Floor 18,43
General Farm Worker 18,325
Maintenance Repairer, General Utility 17,806
Accountant & Auditor 17,801
Bookkeeping, Accounting, Auditing Clerk 17,541
Cook, Restaurant 17,509
Licensed Practical Nurse 17,196
Truck Driver, Light 17,111
Teacher, Elementary 16,931
Truck Driver, Heavy 16,421
Teacher, Secondary School 15,691
Food Service & Lodging Manager 13,88

SOURCE: Florida Department of Labor and Employment Security, Bureau of Labor Market Information.

FIGURE 6

PERCENT DISTRIBUTION OF TOTAL OPENINGS IN FLORIDA
NET GROWTH PLUS REPLACEMENT NEEDS
1991 - 2005

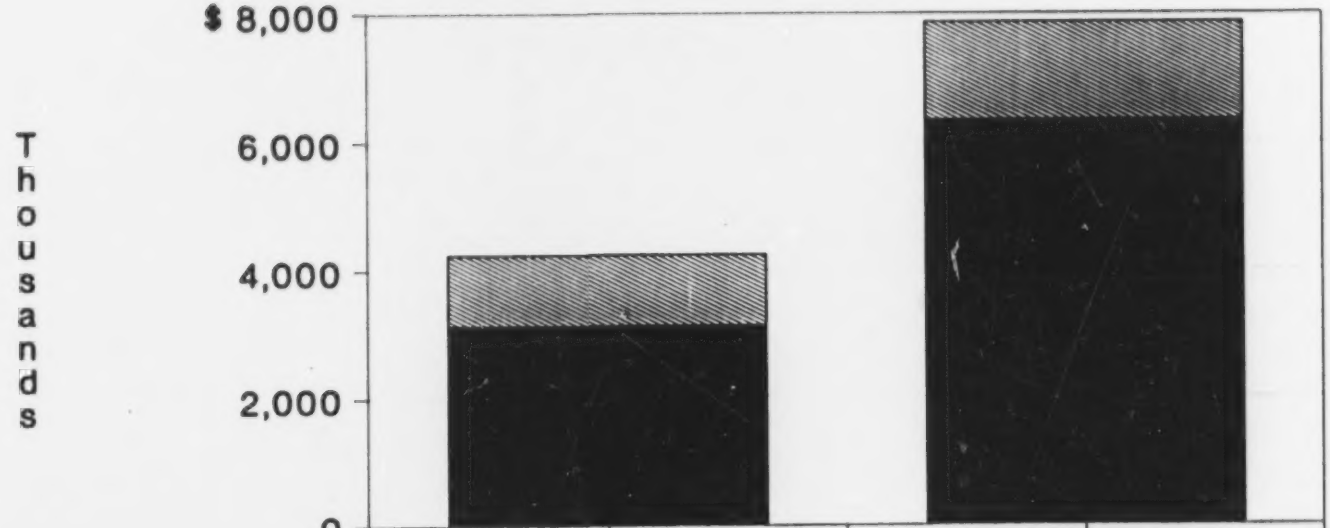


SOURCE: Florida Department of Labor and Employment Security, Bureau of Labor Market Information

VIII. FUNDING

TABLE 26

FUNDING PER FTE BY DELIVERY SYSTEM
1994-95



	Community Colleges	Universities
Student Fees	$ 1,102	$ 1,523
State Funds	3,142	6,343
Total	$ 4,244	$ 7,866

(a) One FTE = 40 credit hours
(b) Funding for community colleges represents Advanced and Professional programs. Funding for universities is for lower division.

Source: Division of Community Colleges

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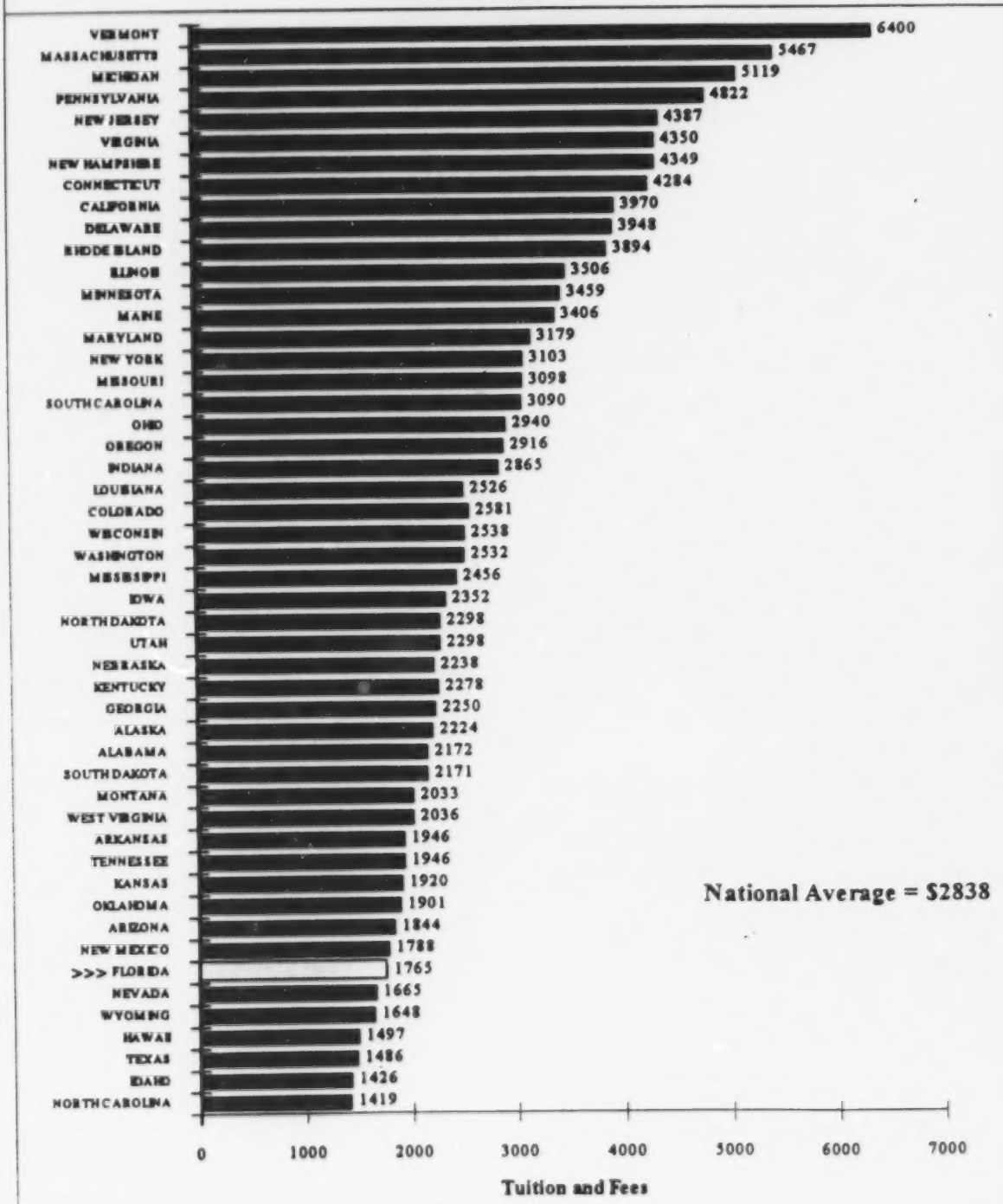
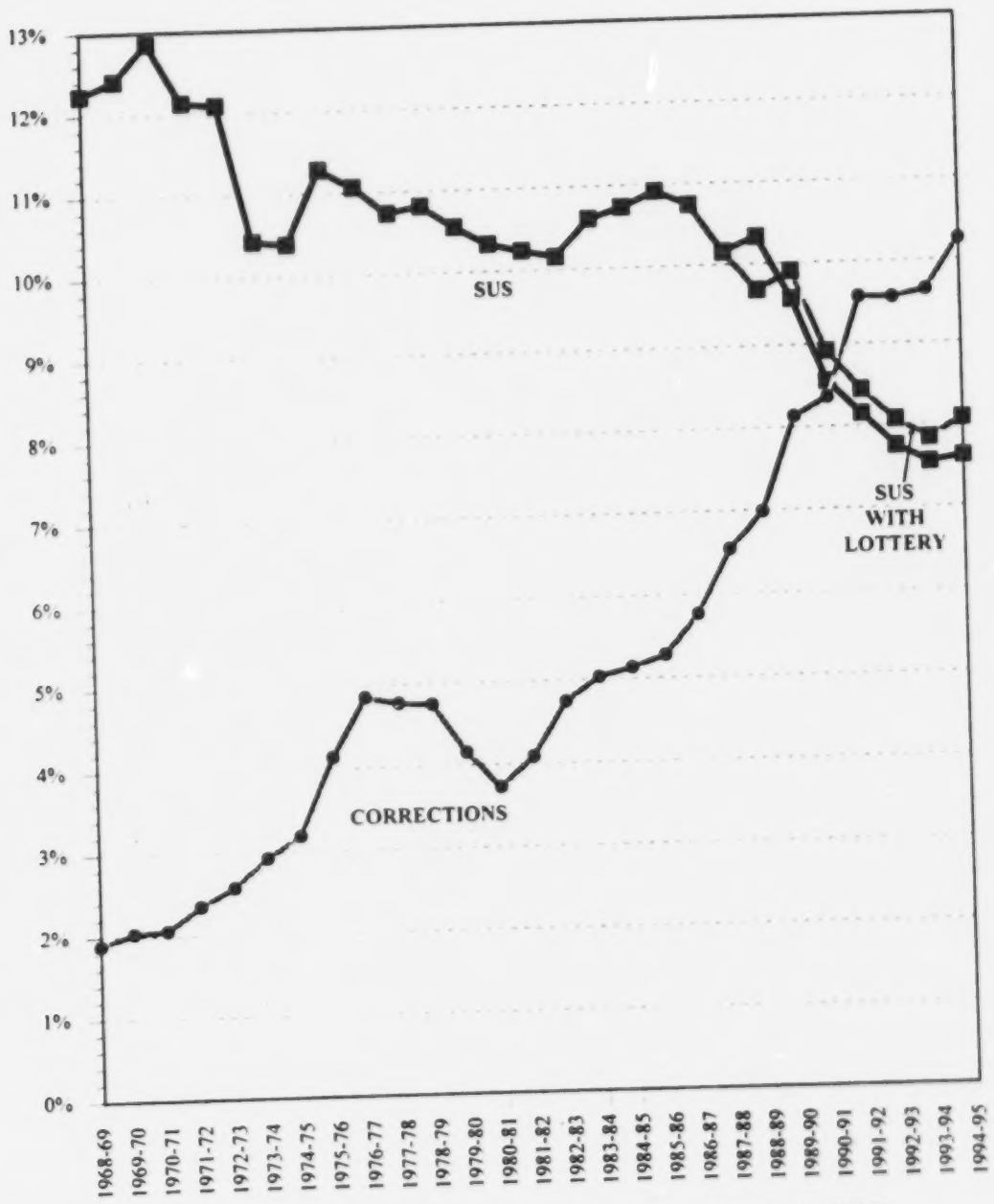
FIGURE 7
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES
UNIVERSITIES, 1993 - 94



Source: Postsecondary Education Opportunity, April 1994

FIGURE 8
PERCENT OF STATE GENERAL REVENUE
SUS VS. CORRECTIONS AND JUVENILE JUSTICE*



* Includes Corrections, Probation and Parole Commission, and Juvenile Justice. Juvenile Justice estimated prior to 1989-90

SOURCE: BOARD OF REGENTS

TABLE 27

ANALYSIS OF POLICY GOAL OF STATE UNIVERSITIES TO INCREASE TARGET ENROLLMENT OF FRESHMEN CLASS TO 20% OF PUBLIC HIGH SCHOOL GRADUATES

YEAR	TOTAL NO OF GRADS	BOR GOAL % OF PRIOR YR HS GRAD	FTIC GOAL	BOR FTE GOAL	FTE AT 15% GOAL	ADDITIONAL FTE GENERATED ABOVE 15% GOAL	TOTAL COST OF 20% POLICY UNIVERSITY SYSTEM	TOTAL COST OF 20% POLICY COMMUNITY COLLEGES	STATE COST OF 20% POLICY UNIVERSITY SYSTEM	STATE COST OF 20% POLICY COMMUNITY COLLEGES	STATE COST DIFFERENCE
1993-94	90,968	14.86%	13,447	8,200							
1994-95	92,676	16.97%	15,437	9,402	8,397	1,004	7,901,266	4,262,919	6,371,276	3,156,408	3,214,868
1995-96	93,728	17.00%	15,755	9,595	8,466	1,129	8,879,512	4,790,706	7,160,098	3,547,199	3,612,897
1996-97	98,915	18.00%	16,871	10,275	8,562	1,712	13,470,460	7,267,630	10,862,059	5,381,197	5,480,862
1997-98	103,688	19.00%	18,794	11,446	9,036	2,410	18,954,572	10,226,438	15,284,235	7,571,997	7,712,237
1998-99	108,844	20.00%	20,738	12,629	9,472	3,157	24,836,497	13,399,874	20,027,192	9,921,717	10,105,475
1999-00	113,891	20.00%	21,769	13,257	9,943	3,314	26,071,519	14,066,198	21,023,066	10,415,085	10,607,981
2000-01	118,280	20.00%	22,778	13,872	10,404	3,468	27,280,432	14,718,435	21,997,887	10,898,023	11,099,864
2001-02	121,466	20.00%	23,656	14,407	10,805	3,602	28,331,734	15,285,637	22,845,616	11,317,999	11,527,618
2002-03	125,200	20.00%	24,293	14,795	11,096	3,699	29,094,880	15,697,372	23,460,988	11,622,861	11,838,127
2003-04	124,519	20.00%	25,040	15,250	11,437	3,812	29,989,289	16,179,927	24,182,205	11,980,161	12,202,044
CUMULATIVE TOTAL							$214,810,160	$115,895,136	$173,214,620	$85,812,647	$87,401,973

NOTES: BOR FTE GOAL REPRESENTS FTIC GOAL DIVIDED BY 1.642. THE YEARS 1993-95 REPRESENT FUNDED FTE
TOTAL COST - SUS LOWER DIVISION FTE FUNDED AT $7,866 PER FTE, COMMUNITY COLLEGE FTE AT $4,244 PER FTE.
STATE COST - SUS LOWER DIVISION FTE FUNDED AT $6,343 PER FTE, COMMUNITY COLLEGES FTE REQUESTED AT $3,142 PER FTE.
STUDENT FEES ARE $38.08 PER CREDIT HOUR FOR SUS AND $27.54 PER CREDIT HOUR FOR COMMUNITY COLLEGES.
COSTS SHOWN REPRESENT FIRST YEAR OF ENROLLMENT ONLY.
AN FTE IS DEFINED AS 40 CREDIT HOURS FOR BOTH DELIVERY SYSTEMS.

SOURCE: DIVISION OF COMMUNITY COLLEGES

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Appendix B

ADMISSIONS BRIEF

TABLE OF CONTENTS

I. STATE LEVEL ADMISSIONS STANDARDS: A NATIONAL SURVEY 1

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Undergraduate Catalog Admissions Information - Selected Universities 12

V. TOWARD COMPETENCY-BASED ADMISSIONS 16

SUMMARY POINTS

- The most prevalent admissions criteria are (1) completion of college preparatory subjects in high school and (2) a combination of high school graduating class rank, high school grade point average, or scores on the American College Test or Scholastic Aptitude Test.
- Predictive indexes, whereby an applicant's success in college is predicted, provide an option for admission for those students who have high school grade point averages below expected levels yet have sufficiently high ACT/SAT scores.
- Admissions officers are increasingly evaluating information that supports an applicant's academic average and standardized test scores, such as: leadership experiences, high school senior courses and grades and employment experiences.
- Competency-based admissions procedures will dramatically affect how postsecondary institutions review applications and select students for their programs.

I. STATE LEVEL ADMISSIONS STANDARDS: A NATIONAL SURVEY

The enclosed information summarizes the results of a 1992 survey of undergraduate admission standards for resident first-time freshmen for universities in multi-campus systems of public higher education in the U.S. conducted by the National Association of System Heads. Thirty of the 52 responses from the state systems reported that the governing board has the responsibility for setting the admission standards for campuses in the system. Below are summaries of the admission standards of certain state systems.

FLORIDA - State University System of Florida

Criteria: The majority of students are admitted based on past academic achievement and admissions test scores. There is flexibility to admit a limited number of students as exceptions based on other attributes or special talents.

The Florida Board of Regents has established minimum state level admissions policies. Admissions are limited by available space and are, therefore, competitive. Higher minimum standards may be required by universities. Minimum course requirements are:

4 units of English
3 units of mathematics
3 units of natural science
3 units of social science
2 units of foreign science
4 electives from the above subject areas

ARIZONA - Arizona Board of Regents

Criteria: Aptitude and Competence

Aptitude is measured by the student's being in the upper 25 percent of the high school graduating class or at least 3.0/4.0 high school GPA, or a composite of 22 on the ACT or 930 on the SAT. Competency is measured by having at least a 2.0 high school GPA in each of eleven units in core subject areas.

CALIFORNIA State University System

Criteria: Courses and Eligibility Index

A grade of "C" or better in each of fifteen core courses. An eligibility index is also used with the combination of the high school grade point average during the last three years of high school and the ACT/SAT score. (See next section).

University of California System

Criteria: A prescribed college preparatory curriculum, grade point average in required curriculum, ACT/SAT and three College Board Achievement tests.

According to the California Master Plan, the top one-eighth of the State's high school graduates are eligible for admission. Because the number of "eligible" exceeds the number of spaces, completion of the college preparatory curriculum with a GPA of 3.3 or higher with no D nor F grades is a minimum requirement. An eligibility index is also used. (See next section).

GEORGIA - University System of Georgia

Criteria: College Preparatory Curriculum

A 1.8 high school GPA in 15 core courses is required. An alternate standard for admission is a 250 verbal SAT or 280 quantitative SAT or equivalent on the ACT.

NEW YORK - City University of New York System

Criteria: High School graduate

CUNY is an open admissions system with no requirements other than High School graduation.

NORTH CAROLINA - University of North Carolina System

Criteria: College preparatory curriculum.

The college preparatory curriculum consists of:

4 units of English
3 units of mathematics
2 units of social studies
3 units of science

OREGON - State System of Higher Education

Criteria: High School GPA and college preparatory curriculum.

- GPA of 3.0 is required at the University of Oregon and at Oregon State University.
- GPA of 2.75 is required at Western Oregon State University.
- GPA of 2.5 is required at Portland State University, Eastern Oregon State College, Oregon Institute of Technology and Southern Oregon State University.

II. INDEXES IN THE ADMISSIONS PROCESS

Ten systems reported in the National Association of System Heads (NASH) survey that they use a predictive index in the admissions process. The most frequent index used is a combination of the high school ranking and ACT/SAT scores. The other index is a predictive index of academic success based on regression analyses of students admitted in previous years. Below are summaries of indexes used in certain states.

FLORIDA - State University System

If an applicant to the State University System has less than a B average in the required courses but has a high school GPA of 2.0 - 2.9, an index utilizing SAT/ACT/Enhanced ACT scores may be used for regular admission. The sliding scale is used in which the high school GPA in the required academic units is compared to a corresponding minimum SAT or ACT score. For example, a 2.3 high school GPA would require a 960 SAT or 21 ACT or 22 Enhanced ACT for admission. Academic eligibility for admission is determined according to the following scale:

High School GPA	Required SAT	ACT	Enhanced ACT
2.0	1050	24	25
2.1	1020	23	24
2.2	990	22	23
2.3	960	21	22
2.4	930	20	21
2.5	900	19	21
2.6	890	19	21
2.7	880	18	20
2.8	870	18	20
2.9	860	18	20

Board of Regents Rule 6C-6.002 (3) (c)

"A student applying for admission who does not meet these requirements may bring to a university other important attributes or special talents and may be admitted if, in the judgement of an appropriate faculty committee, it is determined from appropriate evidence that the student can be expected to do successful academic work as defined by the institution to which the student applies. Changes in the portion of a university's entering freshman admitted under this alternative, based upon a university validation study with a 50 percent probability of success in the first year, may be approved by the Board. However, the annual number of applicants enrolled at a university under this alternative without the equivalent of two high school credits in foreign language must

not exceed five percent of the total number of freshman (students who have not completed their first year of college or university) who entered the university the prior year. Upon request by the president, the Board may approve a one year increase in a university's five percent limitation as long as the State University System as a whole maintains the five percent limit. Any freshman student admitted without meeting the foreign language requirement must earn 8 to 10 semester hours in a foreign language or American sign language, or demonstrate equivalent competence in either a foreign language or American sign language as described in Rule 6C-6.004 (1)(c) prior to completing 60 credit hours at the state university. The university will provide an individual learning plan for each student enrolled who does not meet the normal admissions requirements listed in Rules 6C-6.002 (1) and 6C-6.002 (3) and will submit annual follow-up reports of the success of those students admitted under this alternative for Board review."

CALIFORNIA State University System

The California State University System uses an eligibility index which is a combination of high school GPA and ACT/SAT score. The index is calculated by multiplying the high school GPA by 800 and adding the SAT score - OR - multiply the high school GPA by 200 and add ten times the ACT composite score. A minimum index score of 2800 using the SAT or 694 using the ACT is required for California residents.

ELIGIBILITY INDEX TABLE FOR CALIFORNIA HIGH SCHOOL GRADUATES OR RESIDENTS OF CALIFORNIA

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT SCORE	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
3.00 and above qualifies with any score			2.79	14	570	2.58	18	740	2.37	22	910	2.16	27	1080
2.99	10	410	2.78	14	580	2.57	18	750	2.36	23	920	2.15	27	1080
2.98	10	420	2.77	14	590	2.56	19	760	2.35	23	920	2.14	27	1090
2.97	10	430	2.76	15	600	2.55	19	760	2.34	23	930	2.13	27	1100
2.96	11	440	2.75	15	600	2.54	19	770	2.33	23	940	2.12	27	1110
2.95	11	440	2.74	15	610	2.53	19	780	2.32	23	950	2.11	28	1120
2.94	11	450	2.73	15	620	2.52	19	790	2.31	24	960	2.10	28	1120
2.93	11	460	2.72	15	630	2.51	20	800	2.30	24	960	2.09	28	1130
2.92	11	470	2.71	16	640	2.50	20	800	2.29	24	970	2.08	28	1140
2,91	12	480	2.70	16	640	2.49	20	810	2.28	24	980	2.07	28	1150
2.90	12	480	2.69	16	650	2.48	20	820	2.27	24	990	2.06	29	1160
2.89	12	490	2.68	16	660	2.47	20	830	2.26	25	1000	2.05	29	1160
2.88	12	500	2.67	16	670	2.46	21	840	2.25	25	1000	2.04	29	1170
2.87	12	510	2.66	17	680	2.45	21	840	2.24	25	1010	2.03	29	1180
2.86	13	520	2.65	17	680	2.44	21	850	2.23	25	1020	2.02	29	1190
2.85	13	520	2.64	17	690	2.43	21	860	2.22	25	1030	2.01	30	1200
2.84	13	530	2.63	17	700	2.42	21	870	2.21	26	1040	2.00	30	1200
2.83	13	540	2.62	17	710	2.41	22	880	2.20	26	1040			
2.82	13	550	2.61	18	720	2.40	22	880	2.19	26	1050	Below 2.00 does not qualify for regular admission		
2.81	14	560	2.60	18	720	2.39	22	890	2.18	26	1060			
2.80	14	560	2.59	18	730	2.38	22	900	2.17	26	1070			

University of California System

The University of California System uses an eligibility index for California residents who do not have a minimum 3.3 GPA on the college preparatory curriculum. A student with a GPA below 3.3 but greater than 2.81 may be considered eligible based on a combination of GPA and ACT composite or SAT total.

ELIGIBILITY INDEX

"a-f" GPA	ACT[1] Composite	SAT[2] Total	"a-f" GPA	ACT[1] Composite	SAT[2] Total
2.82	36	1590	3.06	25	1030
2.83	36	1570	3.07	24	1010
2.84	35	1540	3.08	23	980
2.85	35	1520	3.09	23	960
2.86	35	1500	3.10	22	940
2.87	34	1470	3.11	22	910
2.88	34	1450	3.12	21	890
2.89	33	1430	3.13	21	870
2.90	33	1400	3.14	20	840
2.91	33	1380	3.15	20	820
2.92	32	1360	3.16	19	800
2.93	31	1330	3.17	19	770
2.94	31	1310	3.18	18	750
2.95	31	1290	3.19	18	730
2.96	30	1260	3.20	17	700
2.97	30	1240	3.21	17	680
2.98	29	1220	3.22	16	660
2.99	28	1190	3.23	16	630
3.00	28	1170	3.24	15	610
3.01	27	1150	3.25	15	590
3.02	27	1120	3.26	14	560
3.03	26	1100	3.27	14	540
3.04	26	1080	3.28	13	520
3.05	25	1050	3.29	12	490

"a-f" = refers to college preparatory curriculum
1. ACT is scored in intervals of 1 point, from a minimum of 1 to a maximum of 36.
2. SAT is scored in intervals of 10 points, from a minimum of 400 to a maximum of 1600.

University of Illinois System

The University of Illinois, with campuses at Urbana-Champaign and Chicago, uses a predictive index for entering freshmen. The University's selection index is essentially a predicted first term grade point average. Completion of specified high school subjects is required and there must be an acceptable index score based on a combination of high school percentile rank and admission test score. The Index is based on a multiple regression and is derived from five years worth of data on freshmen classes. The Urbana-Champaign campus also uses the Selection Index to provide potential students with information about their chances of being admitted. The acceptable index score must reflect at least a one-in-two chance of achieving a 3.0 (C) average for one or more terms of the first academic year on the campus to which the student applies. Specifically,

students with a predicted index of 2.0 on a 4-point scale will have a 50/50 chance of earning at least a 2.0. Students with a predicted GPA above 2.0 will have a greater chance of earning at least a 2.0. If the number of qualified applicants to a college or curriculum falls short of the admissions quota, those whose chances of achieving a 3.0 average are between one-in-four and one-in-two may be admitted, provided the campus has made provisions to help such applicants improve their chances for success.

The University believes that high school percentile rank (HSPR) is the best single predictor of college performance. The following formula is used to convert class rank to percentile:

$$\frac{\text{(class size - class rank)}}{\text{class size}} \times 100 = \text{HSPR}$$

Massachusetts Higher Education Coordinating Council

The Massachusetts Higher Education Coordinating Council uses an Admissions Eligibility Index along with the college preparatory curriculum to determine the minimum eligibility of students applying directly from high school to public four-year colleges and universities in Massachusetts. The indexes differ based on whether application is to a university or to a college. See below.

For the Universities*		For the State Colleges*	
Weighted % Class-rank	Combined SAT Score	Weighted % Class-rank	Combined SAT Score
Rank alone		Rank alone	
Upper 15%	500	Upper 25%	500
20	550	30	550
25	600	35	600
30	650	40	650
35	700	45	700
40	750	50	750
45	800	60	800
50	850	65	850
55	900	70	900
60	950	75	950
65	1000	80	1000
70	1050	85	1050
75	1100	90	1100
80	1150		1150 SAT alone
85	1200		
90	1250		
	1300 SAT alone		

* Some institutions have adopted higher eligibility indices.

Utah Higher Education System

The Utah State Board of Regents adopted an indexing criteria for institutions within the System in addition to a college preparatory curriculum. Upper and lower benchmarks are utilized as

follows: with an index of 100 or above and with the required high school courses, the applicant had an excellent chance of being admitted; With an index between 90 and 99 and required high school courses, applicants would be reviewed and admission likely; and with an index of 85 to 89, applicants will be reviewed for possible admission on a case by case basis; An index below 85 will not be admitted. The University of Utah and Utah State University use upper and lower benchmarks of 105 to 90.

University of Maryland System

The University of Maryland System requirement states "each institution shall develop indices which include (a) scores on a nationally standardized admission examination such as SAT or ACT and (b) high school grade point averages for predicting academic success, and establish appropriate decision points on these indices. Applicants for regular admission must attain or exceed the established decision points. Each institution is encouraged to adopt admission standards above the minimum requirements as established by this policy."

The University of Maryland at College Park once used a predictive index but stopped in 1987. Since then, the institution has divided applicants into fifths. The top fifth includes the ones with the guaranteed admission because of high test scores and high GPA. The bottom fifth are those that have not completed the minimal requirements or who may need remediation. The middle three-fifths, the most competitive group, is reviewed by an established list of admission criteria.

III. SELECTED STATE ADMISSIONS POLICIES AND PROCEDURES

NORTH CAROLINA

University of North Carolina System Criteria

In 1990, the Board of Governors fully implemented minimum undergraduate admissions criteria for the 16 constituent institutions of the University of North Carolina (UNC) System. The UNC System reports that there are now fewer than 50 freshman admitted (from over 19,000 admitees) in the 16 universities who have not satisfied these requirements. In addition to the requirements listed below, individual universities may establish specific requirements for admission to their institution.

English - 4 course units
Mathematics - 3 course units, including algebra I and II, and geometry.
Science - 3 course units, at least one in a biological science and one in a physical science.
Social Studies - 2 course units, including one in U.S. history.
Additionally, it is recommended that prospective students complete at least two course units in one foreign language, and take one foreign language unit and one mathematics unit in the twelfth grade.

Specific University Policies

University of North Carolina at Chapel Hill - The University reports that it utilizes courses taken and their difficulty, grades class rank, leadership and extracurricular activities to make admissions decisions. SAT scores are used but, increasingly, less weight is placed on the scores. Additionally, the University has begun to examine High School senior grades, grade trends and work experiences.

University of North Carolina at Charlotte - Admission of freshman students is based on course selection and the predicted college grade point average (PGA), a combination of secondary school rank and test score in which class rank approximately is weighted twice as important as test score.

North Carolina A & T University - A historically black institution, the University requires a 2.0 GPA combined with a 700/17 SAT/ACT score for in-state students. Admissions are competitive and decisions are reviewed on an individual basis. Out-of-state students are required to have a 2.5 GPA and a 850/21 SAT/ACT score.

UNC System Policies on Out-Of-State Undergraduate Enrollment - In 1986, the Board of Governors adopted a policy to limit the proportion of out-of-state students in the entering freshman class of each constituent institution to not more than 18 percent by the Fall of 1988.

The Board also expressed an expectation that institutions will admit only academically well-qualified out-of-state students. It stated that the average combined SAT score for out-of-state freshmen must not be below that for North Carolina freshmen students, and requires annual reports on the average combined SAT scores for both groups of freshmen.

TEXAS

There are four university systems in Texas: the University of Texas System, the Texas A & M System, the University of Houston System and the Lamar University System. The Texas Higher Education Coordinating Board reports that each university establishes its own admissions requirements. The institutions primarily use high school rank and SAT/ACT scores in admissions decisions. (See chart that follows) Most of the institutions now provide special programs that allow promising students to enroll even if they do not meet the standard admission requirements.

ADMISSION STANDARDS SUMMARY

Some universities have additional, more specific requirements. Contact their admissions offices or see their catalogs for details.

Texas Public Four-Year Universities	Required High School Credits						Minimum SAT/ACT Scores By High School Rank*				Provisional Admissions Accepted ‡
	English	Math	Science	Social Science	Foreign Language	Other Academic Requirements and (Recommendations) *	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	
Angelo State University	4	(3)	(3)	2.5	(2)		*	*	820/23	1200/30	•
East Texas State University	(4)	(3)	(2)	(3)	(2)		800/20	800/20	800/20	800/20	•
Lamar University Beaumont	4	3	2	2.5	(2)	2.5 academic electives	*	800/20	900/21	1000/24	•
Midwestern State University	4	2	2	(6)			800/20	800/20	800/20	800/20	•
Prairie View A&M University	4	(3)	(3)	2		4 electives	700/18	700/18	700/18	700/18	•
Sam Houston State University	(4)	(2)	(2)	(2.5)			*	*	900/21	900/21	•
Southwest Texas State University	4	3	2	3	2	(1 additional science)	800/20	900/22	1100/26	1200/29	
Stephen F. Austin State University	(4)	(3)	(2)	(3)	(2)	(1 fine arts, 1 computer science)	800/19	800/19	900/21	Not Accepted	•
Sul Ross State University	4	3	2	3	(3)	(1 fine arts, 1 computer science, 1 world history, 1 world geography)	800/20	800/20	800/20	800/20	•
Tarleton State University	(4)	(3)	(2)	(2.5)			*	*	800/19	800/19	•
Texas A&M International University						Will admit freshmen fall 1995					*
Texas A&M University	4	3.5	2	2.5	(2)	(1 computer science)	1000/24	1100/27	1200/29	1200/29	•
Texas A&M University Corpus Christi	4	3	2	3	(2)	(1 computer science)	800/19	900/21	1000/23	1100/27	•
Texas A&M University Kingsville	(4)	(3)	(2)	(2.5)	(2)		*	850/21	850/21	850/21	•
Texas Southern University	(4)	(2)	(2)	(2)		15 credits minimum	*	*	*	*	
Texas Tech University	4	3	2	2.5	(2)	3.5 academic electives	900/22	1100/27	1200/29	1200/29	•
Texas Women's University	3	2	2	2		6 academic electives	630/14	630/14	630/14	630/14	•
University of Houston	4	3	2	3	(2)		800/19	900/21	1000/24	1100/26	•
University of Houston-Downtown						(College prep high school curriculum)	*	*	*	*	•
University of North Texas	(4)	(4)	(3)	(4)	(3)	(1 computer science)	800/19	900/21	1000/24	1100/27	•
University of Texas at Arlington	4	3	2	3	2	(Additional science or math can be substituted for foreign language)	*	700/18	800/21	1000/25	•
University of Texas at Austin	4	3	2	3	2		1000/25	1150/29	1100/26 Review**	1100/26 Review**	•
University of Texas at Dallas	4	3.5	3	3	2	(Additional 0.5 math, 1 foreign language, and 1 social science; 1 fine art, 1 computer science, 0.5 health, 2.5 general electives)	1100/26	Review**	Review**	Review**	•
University of Texas at El Paso	(4)	(3)	(3)	(3)	(2)		*	700/18	800/20	880/20	•
University of Texas-Pan American	(4)	(4)	(3)	(4)	(3)	(1 computer science, 1 fine art)	*	*	*	*	•
University of Texas of the Permian Basin	4	3	2	3	(2)	(Additional science or math can be substituted for foreign language)	*	700/15	800/19	1000/24	•
University of Texas at San Antonio	(4)	(3)	(2)	(2)	(2)	(1 fine arts)	700/18	750/19	900/21	850/22	•
West Texas A&M University	(4)	(3)	(2)	(2)			*	*	800/20	800/20	•

Blank space indicates the university has not set a specific requirement.

* Parentheses indicate credits are recommended, not required.

‡ Many universities allow lower scores for students who rank even higher in their high school classes.

‡‡ Admission occasionally allowed on the condition that the student soon meets all requirements.

* No minimum test scores set, but students must submit results.

** Applications reviewed to determine admission.

BEST COPY AVAILABLE

VIRGINIA

Below is a profile of the 1994 admissions requirements for Virginia's state-supported colleges and universities.

ADMISSION REQUIREMENTS

						Minimum Requirement		Profile of 1994 Freshman*	
	English Units	Math Units	Science Units	History Units	For. Lang. Units	SAT	GPA H.S.	SAT 75th/25th	GPA 75th/25th
Christopher Newport #	4	3	3-4	3	2@2 or 3@ 1	800	2.0	1000/799	NA
Clinch Valley	4	3	2	2	.2	750	2.5	950/750	3.187/2.276
George Mason	4	3	1	3	2	N/A	NA	N/A	NA
James Madison	4	3	2	2	2	NA	NA	1190/1040	NA
Longwood	4	3	3	3	2	850	2.5	1040/870	3.32/2.72
Mary Washington	4	3 - 4	3 - 4	2 - 3	3 - 4	NA	NA	1210/1060	3.85/3.25
Norfolk State	4	2	2	3	Elective	NA	2.0	780/580	2.61/1.87
Old Dominion #	4	3	3	3	2 - 3	850	2.0	1020/830	3.19/2.50
Radford	4	3	2	2	2	NA	2.0	880/700	2.9/2.4
University of Virginia	4	4	2	1	2	NA	NA	1320/1130	NA
Va. Commonwealth	4	3	3 HR	3	3 HR	•••	2.2	1070/910	3.50/2.70
Va. Military Inst.	4	4	3	3	3 - 4	NA	NA	1110/930	3.37/2.55
Virginia Tech	4	3	2	2	HR	NA	NA	1160/960	3.62/3.08
Virginia State	4	2	2	2	2	NA	2.0	824/638	2.76/2.23
William and Mary	4	3	2 - 3	3	2 - 4	NA	NA	1320/1130	NA
Richard Bland	4	3	2	2	2	NA	NA	1032/883	3.25/2.70

NA = Not Available
HR = Highly recommended
SAT = Scholastic Aptitude Test
GPA = Grade Point Average
• = These numbers represent the 75th and 25th percentile scores.
•• = Calculated using SAT, HS GPA and academic units.
••• = Advanced studies diploma recommended.
= Fall 1993 data. Fall 1994 data not submitted.

IV. FLORIDA STATE UNIVERSITY SYSTEM

Undergraduate Catalog Admissions Information - Selected Universities

University of Florida

"Admission of students is selective. Because of the availability of community colleges and other state universities in Florida, the Board of Regents has instructed the University of Florida to limit the number of entering freshmen. Students may apply for admission to upper division and professional schools of the university after attending community colleges or other universities and by transferring to the university's upper division colleges in accordance with admissions standards."

"The requirements for admission set forth below give priority to those applicants whose total record indicates the greatest likelihood of success in the lower division program at the university."

"If the number of qualified applicants exceeds the number that the university is permitted to enroll, admission will be selective. An applicant's total high school record including grades, test scores, educational objective and pattern of courses completed, rank in class, school recommendation, and personal background and record will be considered."

"Composite pictures of the Scholastic Aptitude Test (SAT) results of recent freshmen classes at the University of Florida indicate that more than 50 percent score 500 or above on the verbal section and more than 75 percent score 500 or above on the math section. In addition, more than 50 percent of each entering class has earned a B+ or better average in high school academic subjects. While there is no minimum grade average or test score which will assure admission or success in college, prospective applicants are urged to discuss these data with their school counselors before applying to the university."

Requirements for Admission - Non-Florida Residents

"Because of the limited number of entering freshmen in the fall class, only a small number of highly-qualified students from states other than Florida may be admitted."

Florida Public Community College Graduates

"The University of Florida subscribes to the articulation agreement between the state universities and public community colleges of Florida. Under this agreement, any graduate of a state-approved Florida public community college is eligible for admission to the university if the student has completed the university parallel program and received the Associate of Arts degree, provided the degree has been awarded on the basis of the following:

* At least 60 semester hours of academic work exclusive of occupational courses;
* An approved general education program of at least 36 semester hours;
* A grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses;
* All applicants must have completed two sequential courses of a foreign language in secondary school or 8-10 semester hours at the postsecondary level, or document an equivalent level of proficiency.

* An official transcript must be furnished from each institution attended regardless of length of attendance or credit earned. Official supplementary transcripts are required, as soon as they are available, for any work completed after making application. **Since an average of C or higher is required for graduation from the University of Florida, a student who has failed to maintain this average at another institution is not eligible for admission.** Regardless of the average earned, courses completed at other institutions must parallel reasonably the curriculum at the University of Florida."

.....

"Within space and fiscal limitations, applicants who have satisfied the above minimum requirements will be considered for admission at the junior level to an upper division college. Such students may be required to take additional preprofessional courses not completed at the junior college. However, such courses will not reduce the number of credits required in the upper division for a degree."

Florida State University

"Admission of students to the Florida State University is within the jurisdiction of the University, but subject to the minimum standards adopted by the Board of Regents of the State University System of Florida. Admission shall be on a selective basis within curricular, space and fiscal limitations. The admission requirements stated below are minimum requirements. Admission to the University is a selective process and satisfaction of minimum requirements does not guarantee admission to the Florida State University. Preference for admission to any term will be given to those students whose credentials indicate the greatest promise of academic success."

Academic Qualifications

"Most Florida students accepted to the University present at least a "B" average in all academic subjects (grades 9 through 12) and test scores of at least 24 (composite) on the Enhanced ACT or 1000 (verbal plus math) on the SAT. Non-Florida applicants will ordinarily be held to higher standards. In the case of applicants who do not meet these qualifications, a variety of additional factors are considered. These include the pattern and quality of courses and curriculum, grade trends, class rank, educational objectives, extracurricular activities, leadership, and school recommendations. Applicants who bring to the University community other important attributes may receive additional consideration. These include talented writers and performing artists, applicants having special ties to the University, students with significant life and career experiences, skilled athletes, and members of minority groups under-represented in our student body."

Special Admissions Programs

"The University has two programs designed to enhance the recruitment and retention of students from underrepresented groups. The Horizons Unlimited Program is a recruitment/retention program open to students of all races who have been disadvantaged by educational, economic, or cultural circumstances. Students who are selected for this program enter the University for the fall semester and are provided extensive academic support services. The Summer Enrichment Program is a high school-to-college bridge program for minority and/or economically disadvantaged students. This program provides students with an intensive academic and social orientation to The Florida State University during the summer session. Students continue at the University during the fall semester and are assured of continued academic support through the Horizons Unlimited Program. A high school counselor's recommendation for the Horizons Unlimited Program or the Summer Enrichment Program and an assessment of the student's potential should accompany the application for admission."

University of West Florida

Academic Qualifications

"Applicants for admission who have a satisfactory high school record, including at least a 3.0 average in the required high school academic units and who submit other appropriate evidence that they can achieve successful academic progress in the University are academically eligible for admission."

.....

"In the case of applicants who do not meet the minimum qualifications, a variety of additional factors are considered. These include the pattern and quality of courses and curriculum, grade trends, class rank, educational objectives, extra-curricular activities, leadership and school recommendations."

"Applicants who bring to the University community other important attributes may receive additional consideration. These include talented writers and performing artists, applicants having special ties to the University, students with significant life and career experiences, skilled athletes, and members of minority groups under-represented in our student body."

Special Admissions Program

"The university has a program designed to enhance the recruitment and retention of culturally less prepared students from under-represented groups. The Student Success Program is a recruitment/retention program open to students of all races who have been disadvantaged by educational, economic, or cultural circumstances. Students who are selected for this program are provided extensive academic support services."

Applicants With Associate In Art (A.A.) Degrees

"Applicants who have received an associate in arts degree from a Florida public institution immediately prior to transfer and who have applied for a non-limited access program will be admitted to The University of West Florida, provided an application and all supporting documents have been received by the deadline."

University of North Florida

Beginning Freshmen

"Because UNF's freshman class is limited in size by order of the Board of Regents, admission is on a selective basis. The university is interested in applicants who have demonstrated strong academic ability and who will bring diverse interests and talents to the campus."

Upper-level Study - Admissions Requirements

"In general, the following qualifications are expected of upper-level transfer applicants:

1. Satisfactory completion of two years of college course work, 60 semester hours or 90 quarter hours, at an approved institution.....
2. An overall college average of C or higher and have a C or higher average and "good standing" status at the last institution attended."

.....

"Students who transfer to UNF with the AA degree from a Florida public university or community college will be considered to have satisfied general education requirements."

V. TOWARD COMPETENCY-BASED ADMISSIONS

Admissions policies and procedures in colleges and universities across the United States are responding to national and state K-12 education reform laws and initiatives. A primary goal of the reform movement is to better prepare high school students to move smoothly into a postsecondary program. In addition, business and government leaders have challenged the education system to better prepare high school students to join the workforce upon graduation and to be prepared to learn throughout their lives. At this point, a majority of states are at work on major education reform projects and are at various stages of consideration, enactment and implementation.

In 1991, the Florida Legislature enacted "the School Improvement and Education Accountability Act" referred to as *Blueprint 2000*. The act established seven state education goals, which parallel the national goals, and standards for each of the goals. The intent of the legislation was to raise standards and "return the responsibility for education to those closest to the students, that is the school, teachers and parents." The Law establishes a framework for the major restructuring of K-12 education in Florida that focuses on how schools operate, how teachers teach and how students learn.

At the postsecondary level, concern with the implementation of the *Blueprint 2000* law has centered on the difficulties that students may have in making the transition to postsecondary education and the acceptability of new student assessment and credential procedures for postsecondary admissions.

Proficiency-based postsecondary admissions is defined as any approach that allows students to qualify for admission or for the granting of credit or waiving of college courses through means other than Carnegie Units, course titles and high school grades. This broad definition qualifies many current practices such as Advanced Placement tests, College Level Examination Program (CLEP), and course challenge tests, and many other newer approaches involving integrated assessments and demonstrations, portfolios and other means of certifying proficiency.

In Florida, assessment systems are now being developed for each of the seven state goals by intersector design teams consisting of postsecondary faculty and staff and public school educators. The goal of these efforts, particularly for the Goal Two (**Graduation and Readiness for Postsecondary Education**) assessment team, is to establish a "seamless" K-16 education system in the State, a system in which content and process proficiencies rather than credits determine movement from one level to another. *Blueprint 2000* envisions not only common proficiency levels for high school exit, entry in the workforce and postsecondary education, but also higher levels of proficiencies than are currently required.

While the final form of proficiency-based admissions procedures has yet to emerge, this new approach to admissions will dramatically affect how postsecondary institutions review applications and select students for their programs.